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ABSTRACT

The Title I English as a Second Language (ESL) program in Boston (1980-81), was designed to provide supplementary ESL instruction to elementary and middle school students and those enrolled in a native language reading component. The program's major objective was to develop aural-oral English language skills in limited-English-speaking children, and to help them adjust socially and progress academically. The program was also designed to provide remedial instruction where needed in the pupils' native language. The program as a whole was judged to be successful, with elementary students mastering 82 percent of performance objectives, middle school students mastering 80 percent, and native language reading students mastering 76 percent (Spanish) and 51 percent (Italian). Pre-post test scores also showed overall gains, with the greatest achievements being in the elementary and middle school components. The program was staffed, implemented, conducted, and administered as specified in the program proposal. Most facilities were excellent, staff support of the program was high, and record-keeping was careful and consistent. Inservice training for teachers, aides, and community field coordinators was carefully planned and presented. (CMG)

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ED238956

FINAL
EVALUATION REPORT

ENGLISH AS A SECOND LANGUAGE
1980 - 1981

(An E.S.E.A. Title I Project of the Boston Public Schools System)

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FINAL

EVALUATION REPORT

TITLE I 1980 - 1981

ENGLISH AS A SECOND LANGUAGE

CHAPTER 1
DESCRIPTION OF THE PROGRAM

Description of The Program

The Title I English as a Second Language program was designed to provide supplementary ESL instruction through basic ESL teaching methodology to approximately 750 pupils in grades 1 through 5 in 14 public elementary schools, approximately 45 pupils in a non-public school, 140 pupils in three middle schools, and 140 pupils through a native language reading program. These program components were to be conducted in accordance with State and Federal regulations. The major objective of the program was one of developing aural-oral English language skills of children with limited English speaking ability, and of helping these children to adjust socially and to progress academically. The program was also designed to provide remedial instruction where needed in the native language of the pupils. Small instruction groups were to range in size from five to ten pupils per period and to provide a setting in which oral communication and an aural-oral approach could be stressed. Each teacher was to be responsible for a maximum of 46 pupils in a total of six classes of 40 to 60 minutes duration per day.

Pupils were to be placed in ESL groups, according to oral English ability in the elementary component and the middle school component, and ability in native language reading in the reading component. Eligibility on the elementary and middle school levels was to be based on enrollment in bilingual classes and meeting Boston's Title I eligibility standards

In order to provide instruction to pupils who needed it most, pupils in bilingual classes were to be enrolled in classes according to three criteria: scores achieved on the Scale for Rating Pupil's Ability to Speak English, ratings on a specially designed Title I ESL checklist, and consultation with a transitional bilingual education teacher.

Pupil achievement was to be assessed on the basis of the extent to which performance objectives on each of the levels in each component were mastered. It was expected that with no more than 11% absenteeism pupils would achieve all of the objectives for their level and that they would al-

so master a reasonable percentage of the objectives for the level above. Achievement was also to be measured through a comparison of pre and post test scores on the Scale for Rating Pupil's Ability to Speak English on the elementary level, a test of oral proficiency on the middle school level, and the Santillana Native Language Reading Test in the native language reading component Spanish classes.

The program was to be administered under the direction of the Boston Title I administrative staff and the Associate Director of Research and Evaluation. Immediate program coordination and supervision was to be provided by a program coordinator working in cooperation with both Title I administrators and the principals or building administrators in each of the cooperating schools. The teaching staff was to consist of twenty three teachers each assisted by an aide. Three community field coordinators were to provide additional assistance in maintaining communication with non-English speaking parents with reference to attendance, health, and social adjustment problems of ESL pupils.

The duties of the ESL coordinator were to include the in-service training of program personnel, the selection and distribution of appropriate instructional materials, the articulation of ESL instruction with bilingual education instruction, liason between teachers and principals in program schools, and the direction of instruction. Teacher aides were to assist teachers in providing additional help to individual and small groups of pupils and in the preparation and maintenance of instructional materials. Where possible, they were to serve as role models.

Instruction was to be based on the diagnosed needs of pupils and was to be adjusted throughout the year in terms of ongoing diagnosis and prescription. Complete records of pupil eligibility, attendance, and achievement were to be maintained at all times in individual pupil folders and were to be used in the planning of instruction. Pupils were to be scheduled for ESL instruction at times when they could best afford to leave other classes. Intensive English language instruction for improving listening comprehension, conversational and writing skills, as well as other skills related to reading was to be provided through the use of ESL techniques to enable pupils to participate successfully in regular English dominant classes. Self contained ESL classes were to be divided into sub-

groups according to pupils' facility with English in order to provide each subgroup with instruction on its own level. The pace of instruction was to be appropriate to the ages of the children and instructional materials were to meet the interest and ability levels in each group. Although oral communication skills were to be stressed, instruction in reading and writing was to be provided in accordance with each pupil's readiness level. As described earlier, special native language reading classes were to be conducted for those pupils who could profit most toward their adjustment to their school and social environment, and toward their ability to succeed in an English speaking society. It was expected that these children would meet all Title I eligibility requirements.

Evaluation Approaches and Techniques

This evaluation study was designed to provide the Boston Public Schools with formative and summative assessment services and technical assistance with reference to the program's objectives, instructional activities, implementation of components, and administration.

The evaluation objectives were:

1. To appraise the implementation of the program and program components, and the procedures used to carry out the program's objectives (process) and
2. To assess the effectiveness of the program in bringing about desired changes in the pupils command of the English language. (This product evaluation also included an appraisal of achievement in native language reading in the reading component.)

Specifically, the scope of the evaluation included the use of each of the following appraisal techniques.

1. Initial and follow-up interviews with the Associate Director of the Title I Office of Research and Evaluation and the Program Coordinator
2. The development of special structured interview guides for use in the collection and objectification of interview information
3. The development of special questionnaires for use in collecting information from administrators in the schools, teachers, aides and parents for use in substantiating interview and observation findings
4. Interviews with all school administrators, teachers

and aides (paraprofessionals) including community field coordinators. (At beginning and end of program.)

5. Observations of instruction in each of the program schools. (Final assessment based on a minimum of three visits to each school.)
6. Examination of all available program documents and papers for use in obtaining additional program information and in further substantiating information gained through other sources
7. Attendance and observations at scheduled workshops and in-service training sessions held during the evaluation for the purpose of appraising in-service training procedures
8. Analysis of enrollment and attendance data for implications for program organization and instruction
9. Analysis of achievement as reflected by accomplishment of performance objectives and scores obtained on formalized tests and scales in each of the program components
10. Ongoing feedback to the Title I Office of Research and evaluation, the program staff, and concerned administrators in the Central Office and in the schools.

Treatment of Findings

Findings have been presented in a broad description of the extent to which the actual implementation of the program achieved the specific program structure as outlined or implied in the Title I Proposal for funding. Following the broad description of program implementation each of the approaches and techniques used has been described and has been followed by findings obtained through its use in the assessment. For purposes of clear presentation process techniques and product techniques are presented in separate chapters.

Findings gained through the use of each of the techniques have been objectified where this has been possible. Data gained through the analysis of test scores has been interpreted using the most appropriate statistical techniques for the type of data and the number of cases involved.

CHAPTER 2

PROGRAM IMPLEMENTATION

This well established program, conducted in the Boston Public Schools since 1967 was, according to interviews with school administrators, teachers, and aides, implemented smoothly and with a minimum of problems at the beginning of the school year. Problems such as a strike of school bus operators which were beyond the control of school and program personnel did, however, appear to cause some disruption to a smooth start.

Findings indicated that because the program was well established, and because of early planning and preparation on the part of the program coordinator who had served in that position during the previous two years, the initial establishing of routines and staffing for the program was accomplished with little difficulty. A predominantly experienced staff of teachers, fourteen of whom had served in this program alone for at least four years, as well as a complement of aides who were also in most cases experienced, facilitated an early start of instructioan activities as well as the initial testing of pupils for program eligibility and level and group placement.

Instructional procedures designed to accomplish the program's goals were, according to interview findings, well developed and were discussed with teachers and aides at an in-service workshop and meeting conducted by the program coordinator early in September. Several individual conferences with teachers new to the program were also held by the coordinator at the beginning of the year and were followed by visits to the schools for reinforcement purposes. By mid point in the school year the teaching in most of the program schools appeared to be progressing smoothly and to be structured in agreement with the Title I program proposal.

Schools and Enrollment

According to evaluation findings, the elementary school component was conducted in grades one through five in fourteen public elementary schools, in grades one through six in one non-public school, and the middle school component was conducted in three middle schools. An ESL native language reading component was conducted in Spanish in four schools, and in Italian in two.

Enrollment - September to January

Enrollment in the elementary component during the first half of the year, according to figures provided by the sixteen teachers assigned on that level, indicated that the total number of pupils served was 686. It was also indicated that of these pupils only 16 had been discharged or transferred to other programs during that time period.

The highest reported enrollment by grade (as reported by teachers at the end of the first half year) was 190 for grade one. Teachers submitted reports that grades 2, 3, and 4 had enrollments of 133, 114, and 113 respectively. Teachers reported that grade 5 had the lowest enrollment, 109. One school reported an enrollment of 37 without designating pupil grade levels. (See recommendation #19). Table reflects extrapolated grade levels.

Extrapolation of grade levels for the 37 pupils, by the evaluators, indicated that the enrollment figures by grade for that school (Agassiz) at that time were as indicated in Table 1. (Table 1)

TABLE 1

Pupil Enrollment by Grade
(Elementary Component)
September 22, 1980 - January 23, 1981

	School																
Grade	Agassiz	Blackstone	Condon	Condon	Gardner	Hennigan	Hernandez	Holland	Hurley	Kennedy	Kent	Mattahunt	Murphy	Quincy	Tobin	St. Patrick	Total
1	13	27	22	0	8	6	12	15	4	21	15	10	8	17	15	10	203
2	7	8	24	0	5	13	5	10	7	10	6	10	8	7	2	8	130
3	7	1	1	13	13	8	6	14	2	5	8	1	12	13	11	6	121
4	4	2	0	11	12	12	6	13	4	3	11	9	14	6	5	5	117
5	6	2	0	19	8	8	3	8	0	10	6	10	16	7	5	7	115
Total	37	40	47	43	46	47	32	60	17	49	46	40	58	50	38	36	686

The large majority of pupils on the elementary level, 575 of 686 were enrolled in September with only 111 being admitted to the component between October 1, 1980 and mid January 1981. (Table 2)

In the middle school, information provided by program teachers indicated that enrollment at the beginning of the year was 45 at the Dearborn

School, 30 at the Edison, and 42 at the Taft. The total enrollment for this component was reported as being 117 pupils.

TABLE 2

Pupil Enrollment by Time Periods
(Elementary Component)
September 22, 1980 - January 23, 1981

Time Period	School: Agassiz	Blackstone	Condon	Condon	Gardner	Hennigan	Hernandez	Holland	Hurley	Kennedy	Kent	Mattahunt	Murphy	Quincy	Tobin	St. Patrick	Total
Sept. 22 - 30	31	30	43	38	37	38	30	52	17	49	43	33	29	33	36	36	575
Oct. 1 - 15	2	0	1	3	1	0	0	6	0	0	1	0	0	2	1	0	17
Oct. 16 - 31	2	2	1	0	0	0	0	0	0	0	2	0	5	4	0	0	16
Nov. 1 - 15	0	2	1	2	0	6	0	1	0	0	0	3	5	7	0	0	27
Nov. 16 - 30	0	0	1	0	8	0	0	0	0	0	0	1	4	3	0	0	17
Dec. 1 Jan.23	2	6	0	0	0	3	2	1	0	0	0	3	15	1	1	0	34
Total	37	40	47	43	46	47	32	60	17	49	46	40	58	50	38	36	686

The native language reading component enrollment in September was 126 and rose to 141 by mid January according to figures reported by teachers in that program segment. (Table 3)

TABLE 3

Pupil Enrollment by School
(Native Language Reading)

September 22, 1980 - January 23, 1981

School	Time Period: Sept.22-30	Oct.1-15	Oct.16-31	Nov.1-15	Nov.16-30	Dec.1-Jan.	Total
Agassiz	37	1	0	1	0	0	39
Blackstone	23	0	0	4	1	2	30
Hernandez	32	2	0	0	0	2	36
MacKay	20	0	0	1	0	0	21
Otis	14	0	0	1	0	0	15
Total	126	3	0	7	1	4	141

In summary, reported enrollment at mid January was 686 on the elementary level, 117 on the middle school level, and 141 in the native language reading component. The total number of pupils being served was 944. Although this number was slightly below the maximum number of pupils that might have been treated during the first half of the school year it fully met the program's proposal specifications.

Enrollment - January to May 15

Enrollment by grade in all components remained relatively constant during the second half of the year. Slight changes on each grade level however brought the total enrollment on grade levels one through five from 686 in the first half year to 658, or a drop of 28 pupils by mid May. In the middle schools the enrollment, according to data provided by the teachers, increased by six pupils from 117 to 123. Enrollment in the Native Language Reading component rose from 141 in the first half of the year to 166 or by a total of twenty-five pupils. The total enrollment at the end of the year according to the data provided was 947. (Table 4)

TABLE 4

Pupil Enrollment by Grade and Program Component
September - January 23 January 24 - May 15

Grade	Sept. - Jan.	Jan. - May
	Elementary Component	
1	227	198
2	123	140
3	114	119
4	113	116
5	109	85
Total	686	658
	Middle School Component	
6	46	54
7	42	42
8	29	27
Total	117	123
	Native Language Reading	
1-5	141	166
Program Total	944	947

Analysis of current data as compared with previous years indicates present pupil population and program stability. Program specifications were met.

Staffing

As the program's proposal for funding specified, the program was staffed and implemented under the direction of the Director of Title I Programs who was supported by the Associate Director of Research and Evaluation in providing needs assessments and research and evaluation services for the program. Program coordination was provided by an ESL specialist who had served in that position during the two previous years. A teaching staff of twenty three teachers, each with an aide assigned at the beginning of the year to provide support for a program of individualized and small group instruction, conducted the program in the elementary and middle schools, and in a special native language reading program. Three community field coordinators were assigned to serve as liason personnel in bridging the gap between the schools and the non-English speaking community and to assist in fostering the adjustment and learning of non-English speaking children.

As mentioned earlier, fourteen of the teachers had served in this program for four or more years. Several others, although not experienced in this particular program had taught four or more years in similar or bilingual programs. Aides assigned to assist teachers were also in the majority of cases experienced and in many cases were bilingual. At mid-year however, the evaluators found that three teachers were without aides. Two of the three community field coordinators had also had experience in the program and the background of the third was appropropriate for the work assigned. All three coordinators were of Hispanic background.

As the year progressed the teaching staff remained basically stable except for the fact that one teacher went on leave at the beginning of April and was replaced by a bilingual substitute. By the end of the year, two teachers who had been without aides had been provided with them and another lost the assistance of an aide who left the program for personal reasons.

The framework of implementation with regard to staffing were found to be in accord with the specifications of the program proposal.

Facilities

In conformance with the proposal ESL service was provided through three separate components. The elementary component was conducted in fourteen public schools and one non-public school, a middle school component was conducted in three public middle schools, and a native language reading component was conducted in three of the buildings serving the elementary component and in two additional elementary school buildings. Twenty building were used.

Four of the elementary schools had two ESL teachers assigned to them bringing the total number of classrooms used for the program to twenty four. (One teacher used a room in each of two buildings making the number of rooms one more than the number of teachers in the program.)

Of the twenty four classrooms provided for ESL instruction the evaluators rated eighteen as being very good or excellent with regard to size, space, light, temperature, and ventilation. Five others were rated as being only satisfactory or poor with reference to size and the provision of flexible working space. Five classrooms, two of which were rated as excellent in all other respects, were rated as poor or unsatisfactory with reference to absence from outside of classroom noise mainly because of their location in partitioned areas or their location in open classroom structures. In most schools where conditions for learning were not satisfactory, teachers had arranged furniture and space to provide for instructional needs. Several of the rooms had been made attractive and educationally motivating with displays of pupil work, brightly colored instructional pictures and charts, and neatly arranged displays. In some of the rooms disturbances were difficult to overcome, according to teachers. Four of the rooms which appeared to present the greatest problem were located in large cafeteria type areas which had been either partitioned off with temporary stationary walls or with movable screens or blackboards. Because these partitions did not reach the ceiling, and because the large areas in which the rooms were located were used as corridors, the normal noise of daily school operation appeared to be a disruptive factor. Lighting and ventilation also seemed to detract from these rooms as settings for learning. Because of the flexibility of some walls the mounting of displays and the storage of materials sometimes presented a problem.

Although a small number of classrooms assigned to program teachers did not receive "very good" or "excellent" on each of the items rated the large majority of rooms did, in the opinion of the evaluator, provide desirable learning conditions. It was interesting to note that almost without exception, open classroom settings were not disconcerting when all children in an open area were actively working or were being supervised. A comparison of descriptions of facilities provided for this program during the past ten years with the above description reveals marked improvement over that time period.

CHAPTER 3

PROCESS EVALUATION

For the purpose of obtaining information and opinions about the program's implementation, administration, supervision, enrollment, attendance, operations, grouping practices, instructional methods, teaching techniques, instructional materials, curriculum content, record keeping procedures, supplies, and teaching facilities the evaluators endeavored to interview all of the program administrators and teachers, community field coordinators, and a majority of the paraprofessionals who provided assistance to teachers in the classrooms. Administrators in each of the program schools were also interviewed.

Observations were also conducted in each of the program classrooms in order to gain first-hand information with reference to each of the various aspects of the program mentioned above and to substantiate information gained through the use of other techniques. Two senior members of the evaluation team also attended staff training meetings for the purpose of appraising the nature, scope, and content of the in-service training program for ESL teachers.

Interview and observation findings are reported in this chapter.

Interviews - Administrators

Initial interviews were conducted with the Associate Director of Research and Evaluation to obtain information regarding the status of the program, evaluation structure, evaluation procedures, and the schedules to be followed in conducting the evaluation. Procedures and schedules determined in cooperation with the Associate Director have been followed in this program assessment. During initial interviews, the use of various forms to collect attendance and achievement data were reviewed and tentative dates for the recording and collection of data were established. The content, use, and procedures for obtaining approval of structured interview guides and questionnaires were also discussed at these meetings. Guides used in this study as well as questionnaires were developed according to standards agreed upon during the initial interviews.

The Associate Director reported that, in accordance with the usual procedures of her office, and the Boston Department of Title I Programs, a needs assessment had been conducted during the 1979-80 school year and was used in establishing guidelines for the administrative implementation of

the program in the schools. It was also found that forms for use in the collection of pertinent evaluation data had recently been revised for use in this program appraisal.

During subsequent interviews with the Associate Director, interview and observation findings in the schools related to strengths and weaknesses of the program and each of its three components were reported and discussed.

The evaluator found the Associate Director to be fully informed concerning the program and all of the schools and the three program components. Her efforts toward the smooth implementation and evaluation of program activities, in the opinion of the evaluator, showed professional interest and concern.

Interviews - School Administrators

During initial visits to the schools either principals, building administrators, or their assistants were interviewed concerning the need for, and the value and success of, the program and the program staff in their schools. Administrators in nineteen of the twenty ESL program buildings were interviewed. Without exception, those interviewed were supportive of the program and its personnel. Several however, expressed concern about prevailing low marale caused by program uncertainty, school closing anxiety, and the threat of possible termination notices. One administrator indicated satisfaction with the program and staff but expressed serious disapointment about the dismissal of a teacher whom he considered to be exceptional. He reported that although he has tried to remedy the situation the teacher is now unemployed. Praise, however, was given to the program, the new teacher, and the program aide.

Administrators in the schools, as a group, expressed the opinion that the program had been smoothly implemented, that pupil mobility had not been a major problem this year, and that the cooperation that existed between City funded and special program personnel in this program had contributed to meeting the needs of non-English speaking students. When asked about the services of the program coordinator, a majority said several visits had been made to their schools in order to provide assistance to the ESL teacher during the year. According to all interviewed, the program was seriously needed, was positive, had satisfactory if not excellent personnel, and should be continued. Three of the administrators expressed a need to have the program increased in their schools to meet growing ESL needs.

Interviews - The Program Coordinator

Interviews with the coordinator revealed continued effort to maintain smooth program implementation and instruction, and to provide materials and assistance to the teachers in each of the program components and in each of the schools. According to the coordinator, the program started on time in almost all of the schools, pupils were admitted to the program according to accepted Title I policy and practice, and preliminary testing had been conducted as early in the program as possible. In speaking of various staff members she was supportive and expressed enthusiasm and praise for the work they had done. Concern was expressed over the loss of an experienced teacher through administrative dismissal and the fact that a few teachers were without paraprofessional assistance. She reported that efforts were being made to rectify problems related to staffing.

The provision of in-service training workshops was discussed. It was reported that an initial workshop had been held at the beginning of the year and that it had been followed by a second a few months later. Workshops were also conducted during March and April and, according to the information available and the reactions of the staff, were well received. The difficulty of holding workshops during school time was expressed. The coordinator reported efforts toward the development of a statement of philosophy and policy being developed by a committee of ESL teachers working with her. It was apparent that this too was an effort toward the further training of the staff as well as an effort toward the unification of instructional approach throughout the City. Interest was also expressed in finding outstanding examples of methodology and techniques for ESL instruction which might be applicable in this program.

During the course of interviews, the coordinator also expressed interest in obtaining a more suitable test of the ability to speak English than the New York Scale used in the Boston schools for pupil placement and growth assessment.

When asked about each of the program components, the coordinator pointed out the strengths of each and was enthusiastic in her expressed desire to maintain each of them. She expressed deep concern for the program in the light of possible budget cuts and cited the need for program expansion rather than a threatened reduction in size. When speaking of changing needs in the program schools, and the possibility of having to reassign teachers in terms of changing needs she demonstrated an informed and personal interest in each of the teachers and in each of the program schools that might be affected.

According to information gained as a result of interviews with the coordinator regular visits to each of the schools were made throughout the year and were reinforced by a carefully developed series of in-service workshops which were held at appropriate intervals. During visits teachers and aides were assisted with reference to methodology, teaching techniques, materials and their use, and record keeping. Efforts were made to maintain smooth program implementation through efficient and effective staffing and toward the continued development and revision of program curriculum. Interview findings indicate that the coordinator position had been skillfully performed and specified or implied duties of that position were each carried out according to the proposal submitted for Title I funding.

Interviews - Teachers

Interviews with all twenty three program teachers gave clear indication that the program did begin on time but that it had been interrupted by a bus strike which delayed the pre testing in some schools until the beginning of November. All said that the program had been smoothly implemented and that it had progressed without incident throughout the year. Teachers were enthusiastic in expressing the opinion that performance objectives had been met on schedule as the year progressed.

With only one exception, teachers expressed satisfaction with the aides assigned to them indicating that rapport was excellent and, in almost all instances, that relationships developed between the pupils and the aides had facilitated classroom accomplishment. Several remarked that the presence of a bilingual paraprofessional in the room contributed to the adjustment of pupils to the school and to the community.

In the large majority of schools teachers reported stable program enrollment although in two schools with predominantly Hispanic enrollments teachers reported high pupil mobility. Pupils lost during the year because of mobility were quickly replaced in most schools, according to teachers, by pupils on waiting lists. Many expressed the opinion that their programs were not serving all of the pupils that needed help but explained that they believed that the program as a whole had not provided a sufficient number of teachers to meet the need that exists. When asked about mainstreaming pupils, or getting them into the regular school program when they achieve competency in the ability to speak English and are adjusted to the new societal structure, the large majority of teachers in the elementary and middle school components expressed the opinion that this was the purpose of the program and that they agreed with that purpose. Most expressed the belief that mainstreaming when the pupil is

ready was desirable in terms of serving additional children. This opinion did not appear to be shared by the teachers in the native language reading componenent. Some teachers were of the opinion that parents often want to have their children remain in the program to avoid having them sent to a school in another district.

In most schools teachers said that a good working relationship existed between themselves, bilingual teachers, and concerned staff members. In one school the ESL teacher said that the social climate of the school made it easy to work together with reference to pupil achievement. Others said that they worked regularly in coordinating their work with that of the bilingual teachers. Several reported that there was little time or occasion to exchange information with the bilingual teachers in their schools.

In answering questions about rooms in which they taught most said that the rooms were satisfactory, good, or excellent and in some cases that they were an improvement over their previous rooms. Evaluators however classified four of these rooms or instructional areas as being unsatisfactory. Interviews with teachers of children with Hispanic backgrounds indicated general approval of the materials that had been provided by the program and reported that they had either enough or an abundance of them. On the other hand, teachers of children of Haitian, Cape Verdian, Greek, Chinese, Vietnamese, and Italian backgrounds said that they needed materials, that most materials were inappropriate, and in many instances that materials did not exist. A small number of teachers with upper-grade pupils of Hispanic backgrounds expressed a need for more advanced or more appropriate materials for these levels. A majority of teachers, in each of the components, reported that they had made their own materials, adjusted commercially prepared materials, or had provided their own materials and in some cases had purchased their own paper and crayons for the use of the pupils. One teacher stated a dislike for most of the books provided and indicated that she had not seen ESL materials that are satisfactory.

A complete set of eligibility. attendance, and achievement records had been maintained throughout the year in all of the classrooms according to interview findings. Teachers reported that they regularly tested to determine the extent to which the performance objectives for each of the levels had been mastered. In all interviews teachers reported that children who were monolingual at the beginning of the year had made significant progress.

In several instances teachers mentioned low morale as a result of program uncertainty however all said that they had received strong and enthusi-

astic support from the coordinator who was always active, attentive, and available. The large majority of teachers also said that they had received strong support from their school administrators. Teacher support for the program, its continuation, and its expansion was unanimous when teachers were asked questions about the program's accomplishments, needs, and weaknesses and strengths.

Interviews - Paraprofessional Aides

In fourteen of the twenty-two program schools program aides were interviewed as a means of determining their concept of their function in the program and of gaining information about the duties they performed. All expressed enthusiasm for the program and, in agreement with teacher responses to interview questions, said that good relationships existed in the classrooms and in the schools. They expressed a collective belief that the program had been effective since the beginning of the school year and that it was achieving its objectives. Most interview answers indicated positive attitudes toward the children in the program and in many cases aides commented on the progress and creativity of these children. Some indicated that problems that had existed at the beginning of the year, primarily behavior and language problems, had been resolved in most groups by mid year. One aide reflecting the answers of most said that she believed that problems of learning and adjustment stemmed from language and culture differences but that several children had improved as a result of her visits with them and because she believed they felt free to talk with her.

In response to questions about their classroom duties there was little difference in their answers. All said that their main responsibility was to help the children individually and in small groups while the teacher was teaching other children, that they prepared materials for the teacher and the children to use during class time, and that they maintained records and children's folders. In addition they said that they were responsible for getting the children from their other classes for ESL instruction and for returning them after the period was over. Almost without exception these staff members were experienced in this or a similar program and gave evidence that they knew the requirements of the position.

In all interviews aides expressed a belief that the program had addressed itself to the various needs of the children and the community and that its continuation was essential.

Interviews - Community Field Coordinators

Each of the program's three community field coordinators was interviewed at least once during the evaluation. They described their work, although usually being limited to only one school per day, as being interesting and challenging. Their daily work was described as that of establishing liason between the teacher and the school, and the parents and the community. Their concerns were described as including the physical as well as the mental health and adjustment of the children and occasionally of the parents.

When asked about the parental interest and participation in the program they reported that, in general, parents found it very difficult to attend meetings but that they did respond to teacher requests. The coordinators indicated that they believed that some of the children had adjusted more satisfactorily and had learned more rapidly as a result of their regular visits to the families of the children and the individual counseling that they had provided. They also said that they believed that their visits to the homes was important to the parents because with their linguistic backgrounds (Hispanic) it was possible for the parents to be understood and to be comfortable in conversation. In many instances, it was reported, the coordinators had adjusted their personal schedules for the convenience of parents. One said that she meets with a family on Saturdays because both parents work and cannot be seen at any other time. It was also reported that because of the timing of medical and dental appointments of children and the necessity of escourting them to and from clinics it is often necessary to provide assistance outside of their regular hours.

In response to questions about their usual case load they said that it varied from day to day and from school to school. It was reported that occasionally new problems such as a recent influx of Hispanic children of Cuban backgrounds occur but that these are usually solved in short periods of time.

In discussing the role of the community field coordinators with program teachers and the program coordinator it was found that they agreed with the field coordinators' concept of the contribution they were making to the adjustment of non-English speaking children to new school and neighborhood structures.

Interviews - Comparison of Initial and End of Year Interview Responses

Administrators in all program schools except one were interviewed at the beginning and end of the evaluation. All teachers were interviewed at both times. The large majority of aids were interviewed at least once, and most twice. Responses during each interview period were substantially the same.

Observation Findings

The observation of instruction in each of the twenty three teacher's rooms was made for sufficient periods of time for the evaluators to make adequate judgements with reference to the use of instructional methods and techniques, teaching aids and materials, the planning of instruction, the grouping of children, the assessment of achievement, and the keeping of records. Special checklists were developed by the evaluators for the purpose of objectifying the assessment of teaching procedures, materials, the rooms, facilities, and conditions for learning. Extensive anecdotal records of classroom observations were also made in addition to the notations made on the checklists. Each teacher was observed three or more times.

As indicated earlier in this report, observation findings indicated that the program had been fully staffed at the beginning of the year according to the program plan, by twenty three teachers each of whom was supported by an aide. Teachers in a large majority of the schools were experienced in this or similar programs.

Class size ranged from one to ten pupils although in many instances enrollment figures indicated that classes ranged from four or five to eight, nine, or ten. Attendance in many of the classes appeared to be very poor. In the majority of classes observed the number of pupils ranged from three to five although this seemed to be particularly true in schools where the populations were predominantly Hispanic. On the middle school level the attendance in ESL classes seemed to be more in agreement with the enrollment figures. Attendance in native language reading classes appeared to be more stable than that in elementary ESL classes.

The planning of instruction in the majority of schools was based on the ability of the pupils, on-going assessment of pupil growth, and individual needs. In most cases plans were made on a weekly basis although several of the teachers had excellent plans prepared on a daily approach. Plans examined were functional and gave indication that instruction was based on individual progress. As a result, it was obvious that the grouping of children was based on individual and similar needs. In classes where there was a sufficient number of pupils in attendance to divide the class into groups, two groups were formed. The classes were sometimes taught as a single group and then divided for group work with the teacher and individualized assistance with the aide.

Instructional methods and techniques varied from day to day in the majority of schools and reflected the teacher's diagnosis of the needs of the pupils being taught. Among the approaches being used were game playing, discussion, role playing, story telling, and construction activities. Teaching content often included the matching of objects and words, the development of word patterns, the naming of pictures or parts of pictures, color identification, naming the parts of the body, naming of days of the week, naming of the months of the year, time, size and time relationships, size and shape discrimination, eye and hand coordination, the development of writing skills, the concept of main ideas, following directions, and the development of conversational skills.

A few of the teachers used an active approach in playing games with the children in which they acted out past, present, and future, or time, or any content that was to be taught. Some used a story telling technique modulating their voices in agreement with the contents of the stories. Others used a construction technique to teach names of parts of things being constructed, past and present tense, colors, possessive case, and conversational skills. In most classes the use of sentences rather than one word answers was encouraged. It was noted that in the majority of classes there was minimal use of the first language of the students however in some that was not the case. In some classes the evaluators found instruction to be totally teacher dominated and at times found teachers to be dictatorial in approach. These situations however were more than compensated for by those teachers who were warm and understanding to pupils in their teaching and who cheerfully greeted each child as the children entered the room.

Instructional materials appeared to be in abundance in most program locations and particularly in those rooms where the majority of pupils were on the lower grade levels and were of Hispanic backgrounds. Many of the teachers and aides, experienced in this or a similar program, had acquired all of the materials suggested and provided by the Office of Title I Programs during previous years. In many rooms it was apparent that some materials had not been used for some time. In other rooms, a need for materials appropriate to the instruction of pupils on higher levels, and to the instruction of those of linguistic backgrounds other than Spanish was observed. Although the efforts of the coordinator had been in the direction of providing materials for all classrooms as needed, and teachers had been instructed to acquire materials as needed in accordance with a regular purchasing procedure, many rooms ap-

peared to be in serious need of stimulating and motivating pictures, charts, teaching aids, and books.

The large majority of rooms had been brightly and attractively decorated with appropriate pictures, charts, construction work, murals, and the work of pupils. Many teachers had prepared special days-of-the-week, months-of-the-year, seasons, the family, and similar charts and decorations. Some had, with the participation of the children, prepared a bulletin board mural for each season of the year as it occurred. In most rooms the work of pupils was displayed to advantage both as decoration and as a motivating factor. As an evaluation procedure, all program rooms were rated on appearance, orderliness, bulletin board displays, displays of student work, exhibits, class libraries, teaching materials, and decorations. In the opinion of the evaluators sixteen rooms were found to be excellent (5) or very good (11) with regard to appearance, while twenty (12 and 8) were found in these catagories with reference to orderliness. Only fifteen (5 and 10) achieved these ratings for the use of chalk and bulletin boards while some were rated as being only satisfactory (6) or poor (1). The ratings of classrooms on displays of pupil work, and exhibits were basically the same as those for bulletin boards. Twelve classrooms were rated as having excellent libraries and four as having very good ones. Where ratings were only satisfactory or poor in this catagory, classrooms were, in most instances, those serving a linguistic group for which materials were difficult to find or obtain. This was true in the case of teaching materials where ratings were basically low in some schools for the same reasons. It was interesting to the evaluators to note that several of the classrooms that were rated as being only satisfactory (8) or poor (2) as far as having appropriate and motivating decorations was concerned were serving pupils of linguistic backgrounds for which materials were generally plentiful.

Although most of the rooms had adequate storage and filing facilities one room, because of the lack of a file or drawers, materials were stacked in cardboard boxes. In others, where file space was insufficient, make-shift file cabinets and milk container cases were used. The evaluators question the use of plastic milk container cases because of the possible danger from plastics fumes in case of fire. The large majority of teachers stored books and materials neatly however in two schools there appeared to be little order.

Repeated observation gave clear indication that the majority of teachers knew the strengths and weaknesses, as well as the needs of each of the pupils. The size of the program classes made this possible and permitted the regular testing of pupils within the structure of the daily class activities without

testing being formalized in any way. During the year, each teacher maintained records in a way most efficient for the particular teaching situation. In recording achievement and attendance officially however, regular School Department forms were used where required, and special forms developed by the Title I Office of Research and Evaluation were used in reporting all Title I information.

Teachers' records, and all pupil record folders, were examined by the evaluators at the beginning and at various times during the evaluation. It was found that folders were, in the large majority of classrooms, neatly kept and were up to date. Records gave indication that pupils had been tested according to prescribed procedures for entrance into the program, that an eligibility rating form had been completed for each child, and that parental permission slips for program participation had been signed by a parent or guardian.

Records gave evidence that pupils on elementary levels had been pre tested on the Scale of Ability to Speak English. Middle school pupils were pretested using the John Oral Test. In native language reading the Santillana test was used for readers of Spanish. Readers of Italian were given a diagnostic test using program performance objective content. October pre-test marks were entered for most however, in some instances, pupils who entered late had not been tested or had no marks entered for test parts they had missed.

Pupil folders were also kept in most classrooms for the individual filing of drawings, worksheets, and mimeographed and rexographed exercise sheets. In some, pupils kept records of their own achievement. In some rooms the use of folders had been systematized so that pupils, upon entering the room took their folders from their special places, opened them to continue with the work of the preceding day, went on with the work that had been planned for them, consulted with the teacher or aide when they needed assistance, and then upon ending the work period returned them to their assigned places. These folders were found to be an excellent reflection of the work that had been done. In many classes teachers periodically had the pupils bring home work that had been in the folders so that parents might see the progress that was being made.

During observations teachers were found to have used both wall and folder type progress charts as a motivational technique. As an addition to the almost daily recording of pupil achievement, the charts in most rooms where they were used served to brighten them and to make them more attractive. In one room the placement of a bright and shiny star next to the name of a pupil still seemed to have great appeal. It must be noted however that the teacher used the visable progress chart in such a way that each pupil had a record of achievement.

In-service Training

Attendance and participation of the evaluators at in-service workshops as well as interview and observation findings provided substantial evidence that carefully planned and continued training of teachers, aides, and community field coordinators has been provided by the program coordinator since the beginning of the school year. Early in September, before the beginning of program instruction, an orientation workshop was held for the program faculty and staff. During the third month of instruction a second meeting was conducted by the coordinator for the benefit of the staff. Additional workshops dealing with teaching methods and techniques, the sharing of teacher-made materials, the revision of certain performance objectives, the socio-linguistic approach to conversational English, creative dramatics for ESL students, mini workshops on instructional units, and procedures for program evaluation and appraisal were held during March and April.

The March workshop, attended by all middle school staff members was opened with a welcome by the program coordinator and a general "Overview" of the program including professional implementation and instructional procedures. A carefully prepared printed "Overview" was, among other professional materials, distributed to all participants. This was followed by a definative statement regarding preparation for a review by the State and then a report on assessment findings by the program's evaluation agency.

Professional training aspects of the workshop were given by the coordinator who presented a description of "The Socio-Linguistic Approach to Conversational English" and by a visiting teacher from the Worcester Public Schools who described the plight of the non-English speaking child surrounded by non-understanding teachers and administrators and what the ESL teacher might do to help the child in a new and sometimes hostile environment.

The afternoon was devoted to the sharing of ESL ideas and brief mention of procedures with teacher-made materials. Reference was made to efforts being made to revise the Level II performance objectives by a committee of teachers working with the coordinator. As mentioned earlier, the workshop was attended by the middle school staff.

During brief interviews immediately following the meeting or in response to questions during individual interviews at their schools the participants expressed interest in the content of the meeting particularly with reference to the Socio-Linguistic Approach and the "Survival Strategies for E.S.L. Students". Attention to the cultural differences of various national and ethnic groups appeared to be the major professional thrust of

the workshop, according to interview findings, with the various informational items being considered by most as a second major feature.

All elementary ESL staff members and field community coordinators attended the April Workshop which once again was opened with coordinator's greetings and program reports. Creative dramatic approaches for use with ESL pupils was the subject of a guest speaker's presentation. Various standard techniques shown in a film along with descriptions of the value of a creative teaching approach provided a professional training session that appeared to appeal to the majority. Details of procedures to be followed at the end of the year in reporting attendance and achievement data were described by the Associate Director of Research and Evaluation who, during her presentation, distributed complete sets of official forms for reporting data to each of the teachers present. The importance of product evaluation was stressed by both the Associate Director and a member of the program evaluation staff who gave a brief report on assessment findings to date. The afternoon session was devoted to five brief presentations by program teachers who spoke about their individual methods and techniques in teaching language and vocabulary concerned with units on the emotions, nutrition, Haitian language and culture, and by the coordinator who spoke on the use of a technique which was described as characters in search of an author.

A similar workshop was held for teachers in the Native Language Reading component later in April.

Interview findings revealed that the program teachers in each of the components as well as program aides believed that the workshops at the beginning of the year had been very helpful to them in getting started and that later workshops dealing with methodology and teaching techniques were essential to their development and use of teaching skills. All who were interviewed at or shortly after workshop sessions expressed the opinion that these meetings were needed on an ongoing basis and that additional meetings would be beneficial to them.

Interview and observation findings also gave clear indication that the coordinator had conducted a program of continued teacher training during her many visits to the schools. It was reported and observed that visits had been made to provide materials, help, and instruction as well as to maintain the smooth implementation of the program and to insure the availability of all needed teaching mateiral in each classroom. School administrators as well as program teachers and aides, in the majority praised the on-site assistance and training provided by the coordinator.

CHAPTER 4

QUESTIONNAIRE FINDINGS

During the last month of program instruction a questionnaire survey was conducted in which all building administrators, program teachers and aides, and a 10% sample of parents were asked to complete forms specifically designed to provide additional information about program implementation and effectiveness. All administrators, teachers, and aides completed the questionnaires. Parental response however was poor with only 58 of the 95, or 61% of the sample responding.

Building Administrators

In response to a question on staffing at the beginning of the year all except one administrator indicated satisfaction with the teachers provided. Two reported that they did not have satisfactory aides at the beginning of the year. One administrator indicated that the program had not been budgeted for in the school at that time. All but three administrators reported that their ESL programs had started smoothly. Reasons given for a poor start in one school were related to the fact that the program was new to the school and that the teacher was new to the program. In another, according to the administrator, the teacher had been assigned to teach a bilingual class. The third indicated that the program had not been budgeted for in the school. Only one administrator reported that pupil mobility had negatively affected the ESL program during the year, and one that community problems had had a negative effect. Reasons given for community problems were related to the language differences of new community members.

In reporting on their satisfaction with the attendance of teachers and aides all but one administrator expressed satisfaction with teacher attendance and all but one, with the attendance of aides. Pupil enrollment in September, according to all but one administrator, ranged from 38 to 48 as anticipated. This response was duplicated in answering a question about end of year enrollment. Eighteen of the twenty administrators reported that they believed ESL enrollment however was below 35 per teacher for at least 20 days during the school year. Fifteen indicated that their ESL enrollment was predominantly Hispanic, three that they had a large percentage of Cape Verdian pupils, and two that their pupils were predominantly Chinese. Pupil attendance, according to all but two, had been better than 85% for the major part of the year.

In answer to questions about the work of the community field coordinators, thirteen of the twenty indicated a belief that they had made a noticeable contribution to pupil adjustment or attendance. One reported that a contribution had not been made because the coordinator did not speak the language of the predominant language group being served by the school. Others said that they did not use the services of the coordinators or that they did not believe they had made a noticeable contribution.

The Title I ESL coordinator, according to fifteen respondents, provided assistance with program activities and instruction to teachers and aides on a regular basis. All but two indicated that sufficient help had been provided, and one expressed dissatisfaction. Eighteen respondents reported satisfaction with the instruction provided in ESL classes and seventeen that they believed that the program had satisfactorily met the English language needs of the non-English speaking children in their schools. Seventeen expressed the opinion that the program had successfully met its objectives. As a further expression of program approval fourteen indicated that if, through administrative adjustments in assignments and budget allocations, they could expand their ESL programs they would. The weaknesses of the program, as expressed by two administrators were the absences of the program staff, uncertainty of refunding and continuation, lack of flexibility in moving children out of the program, and the fact that in some schools the number of pupils needing help exceeds the number provided for by teacher assignments.

Teachers

All but one of the twenty three teachers responded positively to a question concerning a smooth beginning of program implementation in September of 1980. The reason given for the lack of a smooth start was the number of programs within the school competing for bilingual pupils. Two of the teachers indicated that they did not have an aide or satisfactory aide at that time. In response to another question all but two said that they had had satisfactory aides during the entire year. All reported satisfaction with the attendance of aides.

In answer to questions related to enrollment four teachers indicated that the number of pupils in September had not reached the expected range of 38 to 48, and four reported that their enrollment was not in that range at the end of the year. Only three of the twenty three however, reported that their enrollment had been below 35 for more than 20 days during the year. According to sixteen teachers overall program attendance had been better than 85%. Three

teachers with predominantly Hispanic pupils reported that they believed that pupil mobility had seriously affected the effectiveness of their programs. Sixteen of the teachers served by community field coordinators reported that they believed that the coordinators had made a noticeable contribution to pupil adjustment or attendance.

When asked about the use of the New York Scale of Ability toSpeak English as a placement or achievement test only fourteen of the twenty three indicated a belief that it was a satisfactory instrument. Reasons for lack of satisfaction were given as: too subjective, narrow in scope, pictures are visually unclear, questions related to pictures need rephrasing, lack of stimulus for speaking in sentences, lack of relevancy, and too arbitrary. (It should be noted that six of the respondents did not have occasion to use this instrument this year.) The one teacher who expressed dissatisfaction with procedures used to test for schievement of performance objectives gave 'lack of standardization' as the reason.

Response to questions about the assistance provided by the ESL program coordinator indicated that seventeen teachers believed that they had been helped with program activities and instructional problems on a regular basis. Six indicated that they had not been. Only two however expressed lack of satisfaction with the assistance provided. All but three of the respondendents reported that they did not have sufficient teaching materials during the year. Needs expressed were in reference to audio-visual equipment, tapes, cassetts, and reading books.

According to answers given in reference to adjustments that might have been made in the program because of economy measures eight teachers expressed the opinion that, using their present methodologies they could be effective without an aide while fourteen said that they could not be as effective. When asked whether they could be effective without an aide if their classes were smaller eighteen answered affirmatively, three negatively, and two that they did not know. In response to a question as to whether they could work effectively without an aide if classes were larger five said that they could, and seventeen that they could not. Fifteen teachers however indicated a belief that program size should be maintained as far as possible with teachers working alone in the event of reduced funding. One teacher expressed the belief "that a teacher should have an option whether to work with an aide or not" and the opinion that "sometimes its a waste of money". Only seven of nineteen respondents to a question about maintaining present staffing policies but reducing the number of schools were of the opinion that this might be done

as an economy move without hurting the program. Eleven expressed the opinion that the number of schools should not be reduced and one teacher did not express an opinion.

In answer to a question concerning the predominant language group they taught fifteen teachers reported enrollments that were predominantly Hispanic, two that their enrollments were approximately half Hispanic and half Cape Verdian, two that their groups were half Cape Verdian and half Hatian French, two reported having most of Chinese backgrounds, and one a totally Cape Verdian group, and another with all pupils with Italian backgrounds. Two of the all Hispanic enrollments and the Italian enrollment were reported by teachers in the Native Language Reading component.

When asked whether they believed that their programs had met the overall objectives of an ESL program they all agreed that they had.

Paraprofessionals - Teacher Aides

Ten of the eighteen teacher aides reported that they had worked as ESL or bilingual education aides previous to this year. None of those new to the program indicated that their duties had not been clearly explained to them and all reported that they had attendes at least one in-service training workshop. According to several of the respondents who elected to answer open ended questions the workshops had been helpful to them because of the opportunity they provided to communicate with teachers and other aides, share ideas, listen to others as a means of gaining insight and understanding, learn more about the program, teaching methods, and materials. When asked what specific topics they would like to have covered at similar workshops in the future they included child psychology, problems of children, the slow learner, individualized instruction, human relations, communication, parental invol ement, reading for ESL pupils, creative grammatics, making useful teaching aids, cultural background information, and procedures in discipline. Only seven of the eighteen indicated that they had taken courses to help them in their ESL programs however.

The duties performed most, according to their responses, were individualized and small group work, preparing and duplicating materials, distributing materials, correcting papers, record keeping, taking attendance, organizing and maintaining materials and the room, decorating the room and bulletin boards, escorting pupils, and preparing daily lesson plans. Ten of the eighteen aides reported that they spoke the first language of most of the children they worked with.

In response to a question about their work with children all but one said

that they had cooperatively developed their daily lesson plans with the ESL teachers. Two however indicated that they did not follow a plan of their own, one worked out cooperatively, or a teacher made plan. Two said that they spent most of their time helping children to read.

When asked whether they preferred commercially prepared or teacher/aide prepared aids seven indicated a preference for those made within the school, seven that they preferred the commercially made ones, andfour that they preferred to use both types. Commercially prepared materials that were reported as being used most included games, masters, tapes, flash cards, workbooks, and specific materials such as New Horizons in English, Power Reading, "Yes" Books, Regents English, English Alpha, and the Language Master machine.

Among the additional teaching materials needed or wanted most according to respondents were art materials, games, tapes audio-visual materials, high interest low level recreational reading materials, texts with better sequences, a greater variety of texts, story books, workbooks with tapes, records, and jazz chants.

Parents

All of the fifty-eight parents responding indicated that they believed that their children liked to go to school and that they were personnally pleased with the instruction their children had received in English. All but three said that they liked the ESL classes their children had been in enough to tell their friends about the program and to encourage them to get their children into it. Six said that their children liked to speak English and three that their children can speak better Englis since being in a special English class. All but three indicated that they would like their children to be in an ESL class again. When asked whether they would rather have their children in regular school classes where only English is spoken parents were almost evenly divided with twenty seven saying "yes" and thirty one saying "no". Thirty three said that they had received information about their child's English class progress and twenty four said that they had been to school to speak with their child's ESL teacher. One did not respont to this question. Twelve of the fifty eight said that they had received help of some kind through the services of the ESL community field coordinators. Thirty five reported that they had attended a school event, meeting, or activity during the year.

In response to a question asking about the ways their children might be given additional help in speaking English parents suggested providing "a lot of practice", the daily assignment of homework, more time and classes in

English, more practice of what in learned with friends and other pupils, assigned topics for class discussion, activities in which pupils are forced to interact with native speakers of English and where they must act and speak as native Americans from the States. A similar question asking about ways in which the school might provide additional help in speaking English as well as in learning about the community brought suggestions regarding the provision of books about the community and books on practical subjects to them and to their children. Some suggested that the children should be forced to read these materials. It was specifically recommended that children be provided with books and exercises with directions and activities presented only in English. It was also suggested that picnics be held, visits be made to municipal and other government offices, hospitals, and fire and police stations. A few parents indicated that parents should be included in the trips and activities planned for the children.

A final question asking for suggestions for making the classroom pro gram better next year was answered by twenty parents eight of whom suggested more practice in English, eight an increase in activities such as tours, picnics, and trips. Others merely said that they were satisfied with the program as it was conducted this year.

CHAPTER 5

PROGRAM ATTENDANCE

Program attendance data was analysed both in January and in May. The results of the data analysis for both half year periods as well as for the year for each of the program components and for the program as a whole are presented in this chapter.

Elementary Level Component

The average reported attendance in the elementary school program during the first half year period (September through December) was 80%. The lowest average attendance for the period was 68% and the highest 92%. Eight schools reported attendance above the average. Data for this period are shown in Table 5.

TABLE 5

Pupil Attendance in English as a Second Language Classes
Elementary Level

(September through December)

School	Class Days	Total Enrollment	Possible Pupil Attendance Days	Attendance Days by Month				Pupil Days Present	Percent
				Sept	Oct	Nov	Dec		
Agassiz	57	35	1995	205	706	449	440	1800	90
Blackstone	53	31	1643	179	468	300	418	1365	83
Condon	57	37	2109	247	479	614	586	1926	91
	49	42	2058	213	327	394	499	1433	70
Gardner	54	38	2052	124	392	500	379	1395	68
Harvard-Kent	60	46	2760	271	545	733	670	2219	80
Hennigan	58	39	2262	223	566	488	357	1634	72
Hernandez	50	31	1550	179	498	270	173	1120	72
Holland	61	53	3233	268	885	725	680	2558	79
Hurley	59	38	2242	213	665	542	391	1811	81
Kennedy	61	44	2684	190	782	570	475	2017	75
Mattahunt	61	7	427	30	148	116	97	391	92
Murphy	45	35	1575	99	138	452	431	1120	71
Quincy	58	37	2146	226	642	575	446	1889	88
Tobin	45	44	1980	235	507	553	319	1614	82
St. Patrick	55	37	2035	246	672	514	419	1815	91
Totals		594	32751	3148	8420	7795	6780	26143	80

Reported attendance during the second half year period (January through May 15) averaged 84%. The lowest average attendance for the elementary component in a school was 76% and the highest 93%. Five schools achieved better than average for the group during this period. (Table 6)

TABLE 6

Pupil Attendance in English as a Second Language Classes
Elementary Level

(January through May 15)

School	Class Days	Total Enrollment	Possible Pupil Attendance Days	Attendance Days by Month					Pupil Days Present	%
				Jan	Feb	Mar	Apr	May		
Agassiz	75	39	2925	475	552	664	399	281	2371	81
Blackstone	78	44	3432	637	550	731	463	308	2689	78
Condon	81	42	3402	671	596	758	584	570	3179	93
	71	48	3408	634	559	827	455	339	2814	83
Gardner	77	43	3311	623	489	738	444	378	2672	81
Harvard-Kent	75	46	3450	734	560	838	628	458	3218	93
Henningan	83	49	4067	622	592	828	604	465	3111	76
Hernandez	66	33	2178	348	252	486	363	234	1683	77
Holland	78	45	3510	646	611	737	551	448	2993	85
Hurley	74	40	2960	517	459	687	399	311	2373	80
Kennedy	76	47	3572	525	569	826	537	386	2843	80
Mattahunt	77	13	1001	163	185	226	192	139	905	90
Murphy	76	48	3648	688	623	816	629	415	3171	87
Quincy	70	43	3010	607	420	583	509	353	2472	82
Tobin	59	42	2478	527	315	663	340	190	2035	82
St. Patrick	64	36	2304	607	431	670	413	0	2121	92
Totals		658	48656	9024	7763	11078	7510	5275	40650	84

The overall average attendance for the elementary level component for the year was 82% with the lowest average attendance for a school being 75% and the highest 92% as shown in Table 7.

TABLE 7

Pupil Attendance in English as a Second Language Classes
Elementary Level

(September through May 15)

School	Possible Pupil Attendance Days	Pupil Days Present	Percent
Agassiz	4920	4171	85
Blackstone	5075	4054	80
Condon	10977	9352	85
Gardner	5363	4067	76
Harvard-Kent	6210	5437	88
Hennigan	6329	4745	75
Hernandez	3738	2803	75
Holland	6743	5551	82
Hurley	5202	4184	80
Kennedy	6256	4860	78
Mattahunt	1428	1296	91
Murphy	5147	4291	83
Quincy	5156	4361	85
Tobin	4458	3649	82
St. Patrick	4339	3972	92
Totals	81331	66793	82

Middle School Component

Attendance in the middle school component averaged 79% during the September through December period with the lowest attendance reported by a school being 74% and the highest 85%. During the January through May 15 period attendance for this component avereged 84% with the lowest attendance reported being 78% and the highest 89%. End of year reports indicated that the average attendance for the year in this component was 82% with the lowest average attendance in a school being 77% and the highest 84%. These data are presented in Table 8.

TABLE 8

Pupil Attendance in English as a Second Language Classes
Middle School Level

First Half Yr. (September through May 15)

School	Class Days	Total Enrollment	Possible Pupil Attendance Days	Attendance Days by Month				Pupil Days Present	%
				Sept.	Oct.	Nov.	Dec.		
Dearborn	40	43	1720	o	423	482	553	1458	85
Edison	64	33	2112	383	294	470	456	1603	76
Taft	39	27	1053	0	263	218	300	781	74
Totals First Half Yr.		103	4885	383	980	1170	1309	3842	79
Second Half Yr.				Jan.	Feb.	Mar.	Apr.	May	
Dearborn	71	44	3124	514	571	718	433	392	2628	84
Edison	77	42	3234	660	524	759	539	397	2879	89
Taft	75	37	2775	436	444	597	389	297	2163	78
Totals Second Half Yr.		123	9133	1610	1539	2074	1361	1086	7670	84
Program Totals Full Year			14018						11512	82

Native Language Reading Component

Average attendance in the native language reading component during the first four month period was 84% with the lowest reported being 75% and the highest 93%. Three schools achieved attendance above the total program average. During the second half of the year overall attendance fell one percentage point to 83% with the lowest being 77% and the highest 93%. Overall attendance for the year for this component was 83% with the lowest school having an average of 74% and the highest 93%. These data are shown in Table 9.

TABLE 9

Pupil Attendance in English as a Second Language Classes
Native Language Reading
(September through May 15)

First Half Yr.

School	Class Days	Total Enrollment	Possible Pupil Attendance Days	Attendance Days by Month				Pupil Days Present	%
				Sept.	Oct.	Nov.	Dec.		
Agassiz	63	29	1827	168	508	441	469	1586	87
Blackstone	51	23	1173	45	422	261	227	955	81
Hernandez	55	32	1760	192	486	344	301	1323	75
Mattahunt	61	27	1647	171	509	456	366	1502	91
McKay	61	26	1586	176	499	361	280	1316	83
Otis	57	14	798	73	300	198	169	740	93
Totals First Half Yr.		151	8791	825	2724	2061	1812	7422	84

Second Half Yr.				Jan.	Feb.	Mar.	Apr.	May		
Agassiz	82	35	3870	448	425	678	539	366	2456	86
Blackstone	70	31	2170	404	272	487	307	209	1679	77
Hernandez	73	37	2701	362	436	529	414	231	1972	73
Mattahunt	77	25	1925	412	334	418	332	241	1737	90
McKay	75	23	1725	346	281	366	299	190	1482	86
Otis	70	15	1050	237	193	253	173	117	973	93
Totals Second Half Yr.		166	12441	2209	1941	2731	2064	1354	10299	83
Program Totals Full Year			21232						17721	83

CHAPTER 6

ACHIEVEMENT OF PERFORMANCE OBJECTIVES

Eligible pupils who had been recommended for program participation were tested at the beginning, during, and at the end of the program through the use of a specifically designed Title I ESL criteria referenced test prepared for the purpose of identifying oral-aural skills, placing pupils on appropriate levels of program instruction, and measuring growth and achievement. Placement was determined by the point at which one or more items were missed on a level and in consideration of scores achieved on the Scale of Ability to Speak English. Advancement from one level to the next was to be based on one-hundred percent achievement of the test items, or performance objectives, on the previous level. Performance objectives on each of the six elementary levels, and for the middle school and native language reading components, were also expected to be used through ongoing testing in determining areas in which pupils needed concentrated instruction and in measuring growth both during and at the end of program participation. Pupil performance by program component, level, and school is presented in tabular form with brief comments in this chapter.

Elementary Level Component - The Objectives

The Objectives — The performance objectives for each of the six elementary component levels are presented below in prebis form for the convienience of the reader.

Level I

The pupil will be able to answer questions or respond within prescribed limits of accuracy concerning each of the following:

1. His/her name
2. His/her age
3. Following simple directions
4. Naming parts of the body
5. Counting to ten
6. Naming seven classroom objects
7. Naming three simple geometric shapes
8. Naming seven primary colors including black, white, brown
9. Naming ten common actions
10. Naming seven farm animals
11. Naming seven common toys
12. Naming six emotions
13. His/her address
14. Naming six different family members
15. Identification of classmates - simple introductions
16. Simple affirmative statements with the verb to be
17. Pronunciation: - identify, discriminate, and reproduce all vowel and consonant sounds
18. Intonation and stress in statements

Level II

The pupil will be able to answer questions or respond within prescribed limits of accuracy concerning each of the following using complete sentences where appropriate.

1. First and last position
2. Identify or name: Nine common foods
3. Seven common vehicles
4. Eleven common articles of clothing
5. Three common rooms in a house
6. Nine common household objects
7. Six community workers
8. Eight zoo animals
9. Five items in a table place setting
10. Days of the week in sequence
11. Seven different social expressions
12. Five locations relating to school and grounds
13. Ability to produce yes/no questions
14. Mastery of definative short answers
15. Use of present progressive tense
16. Use of the conjunction "and"
17. Correct usage of indefinite articles
18. Pronunciation: To identify, discriminate, reproduce vowel and consonant sounds as found in grammatical patterns taught on Level II.

Level III

1. Correct use of weather adjectives in response to questions (All)
2. Coins and coin value (4 out of 5)
3. Months of the year
4. Identification of 30 selected opposites
5. Seven ordinal numbers
6. Five common geometric shapes
7. Use of: conjunction "but" in describing opposite positions
8. possessive adjectives my, your, his, our, this
9. "Yes, I do" or "No, I don't"
10. negative short answers with "be"
11. "There is", "There are" to show singular and plural
12. possessive forms of nouns
13. expressions of place
14. demonstratives: This, That
15. prepositions
16. the modal "can"
17. Pronunciation: Identify, discriminate, and reproduce specified vowel and consonant sounds showing increased ability
18. Pronunciation: Intonation and stress - inflection at end of a yes-no question

Level IV

1. Naming of three of four seasons
2. recreational activities
3. six common signs- Stop, exit, danger, etc.
4. dates of year by month, day, year
5. nine of twelve months in sequence
6. Use of: possessive pronouns
   present and past tense of "to be"

8. Use of: future tense of "to be"
9. comparisons - Positive and Comparitive
10. Production of informal questions "who and what"
11. Determiners of "some" and "any"
12. Affirmative and negative short answers with verb "to be"
13. Correct use of: prepositions
14. demonstratives
15. preposition of descriptive adjectives
16. Affirmative statements - simple present tense
17. Identify, discriminate, reproduce all of vowel and consonant sounds as found in gramatical patterns taught at Level IV
18. Intonation and stress in "Wh" questions as related to grammatical patterns taught at Level IV

Level V

1. Demonstrate understanding of eight months of the year
2. Identification of: six selected opposites
3. nine common occupations
4. ten places in the community
5. Following five directions on work sheets
6. Language structure - word order - expressions of time
7. Possessive Pronouns - Ours, Theirs
8. Polite requests - Affirmative and negative forms
9. Making comparisons
10. The future with "going to"
11. Information questions in the past - Who. Where, When
12. Nagative statements with the verb "to be"
13. Negative and affirmative short answers
14. Some and Any with Count and Mass Nouns
15. Affirmative and negative short answers with Do, Does, Don't, Doesn't
16. Adverbs - Appropriate behavior in public places (Library, etc.)
17. n Pronunciation: - Identify, discriminate, and produce vowel and consonant sounds as found in gramatical patterns taught at Level V. (Gain of automatic control of vowel and consonant sounds.)
18. Shifting of stress for contrast and emphasis - stressing key syllables

Level VI

1. Synonyms - Choice of words
2. Reading of numbers - 1 to 100
3. Correct use of mathematics vocabulary
4. Appropriate names of stores and businesses
5. Transitive verbs - Present tense
6. Word order - Complex sentences with two prepositional phrases of location
7. Irregular plurals
8. Review of tenses - Future, present, present progressive, past
9. Past tense - Irregular verbs
10. Expressions of place and time
11. Clock time - half past, quarter to, quarter past, etc.
12. Verbs followed by two complements - Me, Them, Him, Her, Us, It.
13. Correct use of: Function words: Modals Can, Should
14. The "marked" infinitive
15. Conditional tense
16. Negative statements with don't and doesn't - correct transformations

17. Sound System - Pronunciation - Identify, discriminate, reproduce all vowel and consonant sounds in spontanious conversation - automatic control of English consonant and vowel sounds
18. Intonation and stress in "or" questions using grammatical patterns taught at Level V.

Elementary Level Component - Achievement of Objectives

On the elementary level 82% of the objectives that had been established for the component were achieved by the pupils who had pursued them on their appropriate levels. The highest achievement was recorded for level one where 93% of the objectives were mastered. Objectives for levels three and four were achieved by smaller percentages than those for the other levels showing only 71% and 73% mastery respectively. Each of the other levels (two, five, six) according to data provided attained 80% and 81% achievement of stated objectives. Overall achievement in percentages and with normal curve equivalents are presented in Table 10.

TABLE 10

Achievement of Performance Objectives

Elementary Component

Level of Instruction	Pupils at Level	Actual Achievement Totals	Possible Achievement Totals	Percentage of Achievement
1	477	8003	8586	93
2	500	7295	9000	81
3	329	4183	5922	71
4	167	2207	3006	73
5	111	1594	1998	80
6	46	668	828	81
Totals	1630	23950	29340	82

Elementary Level Component - Achievement of Objectives by Levels

The achievement of objectives by levels has been tabulated and presented in Tables 11 through 16. Under each of the objectives the number of pupils who successfully completed the objected is given with the total number of pupils in the program completing the objective appearing at the bottom of the tables along with percentage of achievement and normal curve equivalents.

TABLE 11

Achievement of Performance Objectives
Elementary Component

Level 1

	Pupils at Level	Performance Objective																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Program School																			
Agassiz	33	33	33	33	33	33	32	32	33	33	33	33	33	32	33	30	30	30	30
Blackstone	34	34	34	33	31	34	33	34	33	32	30	29	31	30	32	32	32	30	30
Concon	21	14	14	14	12	14	18	18	19	19	19	19	18	20	21	21	21	21	21
	48	48	47	48	48	48	48	45	47	47	45	45	42	44	47	45	46	45	44
Gardner	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
Harvard-Kent	38	38	38	38	38	38	38	37	38	38	37	38	37	36	38	38	37	38	38
Hennigan	28	28	28	26	26	27	26	26	27	26	26	26	26	26	26	25	25	18	24
Hernandez	7	7	7	7	7	7	6	5	4	5	4	3	3	5	6	5	3	5	5
Holland	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Hurley	35	28	28	28	28	28	28	28	28	34	35	34	31	31	32	32	32	26	32
Kennedy	42	42	42	42	39	42	42	39	41	41	38	42	37	38	42	42	41	42	42
Mattahunt	14	14	13	14	13	14	12	6	14	11	11	8	8	11	14	14	13	11	11
Murphy	52	51	51	50	46	47	51	41	44	44	42	42	29	43	45	40	39	38	38
Quincy	43	43	39	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
Tobin	24	23	23	23	22	23	22	20	21	20	21	20	20	19	20	20	19	19	18
St. Patrick	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
Total	477	461	455	457	451	461	467	437	451	451	429	421	387	431	461	439	427	413	433
Percent		97	96	96	95	96	96	91	94	95	93	92	87	91	96	93	92	89	91

TABLE 12

Achievement of Performance Objectives
Elementary Component

Level 2

	Pupils at Level	Performance Objective																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Program School																			
Agassiz	22	22	6	6	11	6	6	6	6	6	11	11	6	6	6	11	6	6	6
Blackstone	40	34	39	38	39	36	32	34	36	38	31	38	24	19	24	37	35	37	19
Condon	33	17	19	21	24	24	23	23	23	23	26	26	26	26	28	28	28	25	28
	48	48	45	44	40	42	38	34	33	32	33	32	31	27	22	28	21	8	25
Gardner	22	22	22	22	22	22	22	22	22	22	20	20	20	20	20	20	20	20	20
Harvard-Kent	46	46	46	45	43	46	45	46	45	45	46	46	41	43	42	46	44	44	46
Hennigan	48	48	48	48	48	45	34	48	48	37	39	27	35	29	43	41	34	23	23
Hernandez	19	19	18	18	18	14	14	18	14	19	12	19	14	14	14	14	14	14	19
Holland	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	0	0
Hurley	27	27	27	27	27	27	27	27	27	27	13	21	13	13	8	8	8	8	8
Kennedy	37	37	37	37	31	36	34	36	33	34	19	37	35	35	31	36	37	27	27
Mattahunt	11	9	10	11	10	11	11	10	11	8	10	9	9	9	9	9	10	11	6
Murphy	33	33	33	33	33	33	31	32	15	32	32	33	33	19	10	32	30	29	21
Quincy	43	43	43	43	43	43	43	43	43	43	36	36	36	36	36	37	39	36	36
Tobin	15	13	14	13	12	11	11	14	13	0	0	0	0	0	0	0	0	0	0
St. Patrick	20	20	20	20	20	20	20	20	20	20	18	18	18	18	18	18	18	18	18
Total	500	474	476	472	475	274	272	494	272	284	380	402	375	370	369	480	376	361	362
Percent		95	93	92	91	90	85	90	85	84	76	82	75	70	69	80	76	61	62

TABLE 13

Achievement of Performance Objectives
Elementary Component

Level 3

	Pupils at Level	Performance Objective																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Program School																			
Agassiz	8	8	8	8	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0
Blackstone	16	16	14	16	15	16	14	8	14	16	14	16	9	16	3	16	16	14	16
Condon	29	29	29	20	19	20	18	17	17	17	17	17	17	16	16	12	12	12	12
	23	23	23	23	21	22	20	21	20	22	4	0	16	0	0	13	0	14	0
Gardner	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
Harvard-Kent	46	9	24	29	42	22	31	43	13	14	15	14	8	14	28	44	24	14	14
Henningen	31	31	31	27	23	17	31	18	18	30	22	14	15	17	14	24	19	20	12
Hernandez	14	14	14	7	14	14	14	7	5	5	5	5	4	14	5	14	7	14	14
Holland	29	29	29	29	29	28	28	28	28	28	28	28	28	28	28	28	28	21	21
Hurley	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Kennedy	25	12	25	3	16	16	25	16	25	25	24	24	25	23	23	23	25	25	25
Mattahunt	6	6	6	6	5	6	6	4	6	6	6	6	5	6	6	6	5	2	0
Murphy	6	6	6	6	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0
Quincy	36	36	35	36	32	32	32	25	31	31	25	25	31	25	31	31	25	33	33
Tobin	14	14	13	13	13	14	13	12	11	8	7	7	8	8	8	7	8	8	8
St. Patrick	22	9	20	22	14	17	17	21	18	18	18	10	10	10	6	9	9	6	6
Total	329	2	3	2	2	2	2	2	2	2	2	1	2	2	1	2	2	2	1
		6	0	6	6	4	8	4	3	4	0	8	0	0	9	5	0	0	8
		6	1	9	7	8	7	4	0	4	9	0	0	1	2	1	2	7	5
Percent		81	91	82	81	75	87	74	70	74	64	55	61	61	58	76	61	63	56

TABLE 14

Achievement of Performance Objectives
Elementary Component

Level 4

	Pupil at Level	Performance Objective																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Program School																			
Agassiz	0																		
Blackstone	7	7	7	6	7	3	7	7	7	6	7	7	7	1	7	7	7	7	7
Condon	15	15	15	15	15	10	2	2	1	1	0	0	0	0	0	0	0	0	0
	0																		
Gardner	20	20	20	20	20	20	20	20	20	20	17	17	17	17	17	17	17	17	17
Harvard-Kent	8	7	8	0	8	8	0	0	0	0	0	8	0	0	0	0	0	0	0
Henningen	9	9	9	8	9	9	9	2	2	3	0	4	2	3	0	0	0	0	0
Hernandez	14	10	10	10	14	9	9	14	14	9	9	9	10	9	10	10	10	9	8
Holland	38	38	38	38	38	32	32	32	32	32	32	32	32	32	32	32	32	32	32
Hurley	8	8	8	8	8	8	8	8	8	0	8	8	0	0	0	0	0	0	0
Kennedy	14	14	14	11	14	12	14	14	14	10	14	14	14	10	14	14	14	14	14
Mattahunt	0																		
Murphy	0																		
Quincy	11	0	11	8	8	8	11	8	8	8	8	8	11	8	8	8	8	8	8
Tobin	12	12	11	11	9	12	9	9	9	10	9	9	8	10	10	10	10	10	9
St. Patrick	11	11	8	8	11	8	8	10	9	7	7	7	7	7	7	7	7	7	7
Total	167	1 6 0	1 5 9	1 4 3	1 6 1	1 3 9	1 2 9	1 2 6	1 2 4	1 0 6	1 1 1	1 2 3	1 0 8	9 7	1 0 5	1 0 5	1 0 5	1 0 4	1 0 2
Percent		96	95	86	96	83	77	75	74	63	66	74	65	58	63	63	63	62	61

TABLE 15

Achievement of Performance Objectives
Elementary Component

Level 5

	Pupils at Level	Performance Objective																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Program School																			
Agassiz	0																		
Blackstone	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1
Condon	0																		
	0																		
Gardner	13	13	13	13	13	13	13	13	13	13	6	6	6	6	6	6	6	6	6
Harvard-Kent	0																		
Henningen	0																		
Hernandez	14	14	4	14	14	13	11	4	14	4	14	14	4	4	4	4	4	12	12
Holland	32	32	32	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Hurley	0																		
Kennedy	10	0	0	10	10	0	10	10	10	10	10	10	10	10	10	10	10	7	3
Mattahunt	0																		
Murphy	0																		
Quincy	11	11	10	8	8	8	8	9	9	10	10	9	10	10	10	11	8	11	11
Tobin	17	17	15	16	17	15	15	13	15	7	7	7	7	7	7	5	6	2	7
St. Patrick	13	12	13	13	13	13	13	13	13	13	13	12	12	12	12	12	12	12	12
Total	111	110	87	104	106	93	101	92	94	87	89	87	80	80	80	79	67	81	82
Percent		90	78	94	95	84	91	83	85	79	82	80	72	72	72	71	60	73	74

TABLE 16

Achievement of Performance Objectives
Elementary Component

Level 6

	Pupils at Level	Performance Objective																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Program School																			
Agassiz	0																		
Blackstone	0																		
Condon	0																		
	0																		
Gardner	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Harvard-Kent	0																		
Henningen	0																		
Hernandez	4	4	4	4	4	4	4	0	4	4	4	4	0	0	4	0	0	4	4
Holland	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Hurley	0																		
Kennedy	0																		
Mattahunt	0																		
Murphy	0																		
Quincy	11	8	11	8	8	8	11	8	8	8	8	10	11	8	8	8	8	8	8
Tobin	7	7	7	7	1	5	5	5	2	2	0	0	0	0	0	0	0	0	0
St. Patrick	15	15	15	15	15	15	15	15	15	15	15	14	14	14	14	14	14	14	14
Total	46	46	46	37	41	41	44	34	38	36	36	37	34	31	35	31	31	35	35
Percent		100	100	80	89	89	96	74	83	78	78	80	74	67	76	67	67	76	76

Middle School Component - The Objectives

The Objectives The performance objectives for each of the four middle school component levels are presented below in précis form for the convenience of the reader in referring to the general content of specific objectives.

Level I

The pupil will be able to answer questions or respond within prescribed limits of accuracy concerning each of the following:

1. Personal pronouns - with verb "to be"

2. Indefinite article - a/an
3. Present tense - verb "to be"
4. Regular plurals - selection of correct regular plural nouns
5. Conjunction - and
6. Yes/no questions with verb "to be"
7. Negatives with verb "to be"
8. Adjectives with verb "to be"
9. Adjectives before nouns - selection ofcorrect placement
10. Demonstratives - this, that, these, those
11. Regular and irregular plural noun forms - correct plural forms
12. Action verbs - present tense
13. Action verbs - yes/no questions
14. Action verbs - negatives - contracted forms of auxiliaries do/does

Language Structures - Vocabulary - Level 1

15. Selection of word which best completes sentence relating to basic adjectives. Greetings - responses Farewells - responses
16. Selection of word which best completes sentence relating to basic adjectives. Introductions - use of titles
17. Selection of word which best completes sentence relating to basic adjectives related to classroom objects, materials, attitudes, etc.
18. Selection of word which best completes sentence relating to basic adjectives. Youngest - oldest: nouns - family members
19. Selection of word which best completes sentence relating to basic adjectives. Cardinal numbers - one to one thousand
20. Selection of word which best completes sentence relating to basic adjectives. Nouns - parts of the body
21. Selection of word which best completes sentence relating to basic adjectives. Nouns - articles of clothing and jewelry
22. Selection of word which best completes sentence relating to basic adjectives. Colors, size, hardness, direction, quality, etc.
23. Selection of word which best completes sentence relating to school environment.- Personnel, rooms, areas. etc.
24. Selection of word which best completes sentence relating to days of week - past, present, future
25. Selection of word which best completes sentence relating to transportation. - Land, sea, air vehicles
26. Selection of word which best completes sentence relating to basic adjectives. Nouns - house, farm, and zoo animals
27. The sound system - Pronunciation - Reproduction of all vowel and consonant sounds as found in grammatical patterns, dialogues, minimum pair drills, and oral poems treated at level 1.

Level II

Language Structures -

1. Selection of correct tag question - present tense of verb "to be". be, present, aren't you? etc.
2. Selection of correct adverbs of frequency. Always, sometimes, etc.
3. Selection of correct imperative form of verb to match subject of sentence. Imperatives, requests
4. Selection of correct adverbs of pace. Fast, slowly, etc.
5. Selection of appropriate prepositional form. Of, with, to -
6. Selection of correct or appropriate adverbials of means. By plane, in a taxi, etc.
7. Selection of correct possessive adjectives. My, your, etc.

8. Selection of correct possessive forms of the noun. Roger's, top of the table, etc.
9. Selection of correct prepositions. In, on, at, etc.
10. Selection of correct interrogative pronouns. Who, what, when, where, why, how, which.
11. Selection of correct possessive pronouns. Mine, yours, ours, etc.
12. Selection of correct and appropriate cardinal numbers.
13. Selection of appropriate time/weather terms or expressions. Expletive it, eg. it's cold
14. Selection of correct and appropriate forms of expletives. There is, There are
15. Selection of correct and appropriate countable and uncountable nouns. Cheese, books, etc.
16. Selection of correct form of some, any, none, etc.

Vocabulary Directions Level II

17. Demonstration of ability to follow oral or written directions.
    Examples: (Verbs) To open, to close. to repeat, to pronounce, to practice, to answer, to understand. (Idioms-directions) Sit down, think of, to catch on, figure out, to do over, etc.

Basic Adjectives

18. Demonstration of mastery of vocabulary usage through selection of appropriate basic or collective adjectives. (Basic) Hot, cold, front, back, dark, light, free, famous, etc. (Collective) Any, all, both, another, several, many, few, etc.

Rooms of a House

19. Demonstration of ability to correctly label pictures having illustrations relating to rooms of a house. Examples:
    Bathroom. - Sink, medicine, toilet paper, shower, etc.
    To take a bath, to take a shower, etc
    Bedroom. - Bed, bureau, sheets. blankets, table lamp, etc.
    To make a bed, to tidy up, to go to bed, etc.
    Living room. - Sofa, coffee table, carpet, doorway, etc.
    Warm, clean, dirty, modern, etc.
    Kitchen. - Stove, oven, coffee pot, closet, detergent, etc.
    Greasy, hot, cold, etc. To make dinner, to clean up,

Calendar related words

20. Demonstration of mastery of words related to a calendar. Examples:
    Nouns. - month, year, century, January, April, eve, spring, etc.
    Expressions - In a week/ month/ year, within a week/ month/ year, the day before/ after, all day Monday/ Tuesday/Wed. etc.

Home Activities

21. Demonstration of mastery of words related to activities that take place in a room or area of a house. Examples:
    Kitchen: To wash dishes, to cook a meal, to eat, etc.
    Bathroom: To shower, to shave, to take a bath, etc.
    Living room: To entertain, to dust, to talk, to relax, etc.
    Bedroom: To take a nap, to sleep, to change, etc.
    Dining room: To eat, to dine, etc. Den: To read, to study, etc.
    Hall: To walk, to run, etc. Attic: To store,etc.

Telling Time

22. Demonstration of mastery of words relating to telling time. Examples:
    Nouns: Clock, second hand, second, minute, hour, noon, evening, etc.

Expressions: In the morning, in the evening, at noon, in an hour, all day long, after midnight, at sunrise, etc.

Weather

23. Demonstration of mastery of words relating to weather. Examples:
Adjectives: Cloudy, sunny snowy, fine, clear, overcast, humid, etc.

Basic Verbs

24. Demonstration of mastery of basic verbs. Examples: Have, say, give, open, wrote, help, close, start, want, need, play, add, turn, eat, happen, call, rest, build, explain, pass, travel, etc.

Food

25. Demonstration of mastery of words or names given to foods. Examples:
Nouns: Beef, hot dogs, steak, liver, lamb, veal, pork, etc.
Fish, shrimp, tuna, clams, etc. Chicken, duck, etc.
Candy, candy bar, gum, pie, ice cream. cake, etc.
Rolls, bread, pancakes, etc. Cheese, eggs, milk, etc.
Salt, pepper, catsup, spice, etc. Potatoes, beans, etc.

The Sound System

Pronunciation:

26. Demonstration of ability to identify, discriminate, and reproduce all of the vowel and consonant sounds as found in grammatical patterns, dialogues, minimum pair drills, and oral poems treated at level 2.

Intonation and Stress

27. Demonstration of ability to produce correct intonation and stress in statements using grammatical patterns taught at level 2.
Sample patterns: This is a BALL. This is a PENCIL. This is a TOP.

Level III

Language Structures

The student will demonstrate ability to select correct:

1. Expression of "how much" or "how many" from several choices
2. Simple past tense forms of verb "to be"
3. Past tense of regular verbs in specific sentences
4. Past tense of regular verbs in negative mode
5. Examples of object pronouns
6. Direct or indirect object in appropriate structural position
7. Adverbs of manner
8. Adjectives in the positive, comparative, and superlative degrees
9. Past continuous tense form of familiar verbs
10. Present continuous and simple present verb forms
11. Future tense forms of "going to"
12. Choice of "like to", "want to", "have to"

Vocabulary

The student will demonstrate ability to select correct:

13. Basic prepositions (from given list) to complete sample sentences
14. Basic adverbs (from given list) to complete sample sentences
15. Basic nouns (from given list) to complete "neighborhood" sentences
16. Basic nouns (from given list) to complete "career" sentences

17. Nouns, adjectives, or idioms/verbs (from given list) to complete sentences relating to public transportation
18. Nouns, adjectives, verbs (from given list) to complete sentences relating to street directions
19. Day name, title, or description (from given list) to complete sentences about holidays
20. Word or phrase to complete sentences about opposites
21. Nouns, verbs, or adjectives (from given list) to complete sentences about emotions
22. Nouns or verbs (from given list) to complete sentences about money
23. Ordinal numbers to best complete sample sentences

Pronunciation

The student will demonstrate ability to:

24. Identify, discriminate, and reproduce vowel and consonant sounds as found in grade 3 grammatical patterns, dialogues, minimum pair drills, and oral poems
25. Produce correct intonation and srtess in yes-no questions using grammatical patterns as taught at Level III

Level IV

Language Structures

The student will demonstrate ability to select correct:

1. Modal auxiliaries in given specific sentences (can, might, must,etc.)
2. Pronoun one or ones in specific sentences
3. Form of some/other/another before specific nouns in sample sentences
4. Future tense form (will) in specific sentences
5. Verb-to-verb (verb+infinitive) structure in sample sentences
6. Structure (and...too, and... either) in specific sentences
7. Reflexive pronouns in specific sentences (myself, himself, themselves)
8. Subordinate conjunctions to complete specific sentences
9. Subordinate time clauses to fit meanings of specific sentences (since, until, as soon as, etc.)
10. Relative pronouns to match noun/nouns which precede them in sentences
11. Intensifying adverbs (in appropriate position) to complete sentences
12. Verbs in present continuous tense in example sentences
13. Verbs in present perfect tense
14. Adverbs to provide appropriate meaning to example sentences
15. Embedded statements to complete example sentences
16. Adjectives + infinitive structures to complete example sentences
17. Tag endings for specific sentences (isn't she, wasn't he, etc.)

Vocabulary

The student will demonstrate ability to select correct:

18. Nouns and verbs to complete sentences relating to entertainment (given sample sentences and word list)
19. Nouns and verbs to complete sentences relating to sports (given sample sentences and word list)
20. Nouns to complete sentences relating to personal data (given sample sentences and word list)
21. Nouns, adjectives, noun/adjectives to complete sentences relating to physical appearance (given sample sentences and word list)
22. Nouns and adjectives to complete sentences relating to a department store (given sample sentences and word list)

23. Nouns, verbs, adjectives, expressions to complete sentences relating to meals and menus (given sample sentences and word list)

Pronunciation

24. The student will demonstrate ability to identify, discriminate, and reproduce all of the vowel and consonant sounds as found in grammatical patterns, dialogues, minimum pair drills, and oral poems treated on Level IV

25. The student will produce correct intonation and stress in "wh" questions as seen by his/her pronunciation of grammatical patterns treated on Level IV

Middle School Component - Achievement of Objectives

According to a tabulation of the data provided by the middle school component 80% of the objectives that had been established for that program segment were mastered. The highest achievement was recorded for level three with 87% mastery and the lowest for level four which attained only 38%. Levels one and two were almost parallel in achievement with 83% and 81% respectively. Overall achievement in percentages with norman curve equivalents are presented in Table 17.

TABLE 17

Achievement of Performance Objectives

Middle School Component

Level of Instruction	Pupils at Level	Actual Achievement Totals	Possible Achievement Totals	Percentage of Achievement
1	116	2584	3132	83
2	68	1494	1836	81
3	26	612	702	87
4	14	143	378	38
Totals	224	4833	6048	80

Middle School Component - Achievement of Objectives by Levels

The achievement of objectives by levels has been tabulated and presented in Tables 18 through 21. Under each of the objectives the number of pupils who successfully completed the objective is given by schools. At the bottom of each table the total number of pupils in the component completing the objective, the percentage of achievement by objective, and the normal curve equivalents are provided.

TABLE 18

Achievement of Performance Objectives
Middle School Component

LEVEL 1

	Pupils at Level	Performance Objective																										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Middle School																												
Dearborn	44	44	44	42	42	42	41	44	42	42	44	44	43	42	43	42	42	42	37	42	44	41	39	37	43	42	40	39
Edison	34	33	32	32	30	31	32	30	31	32	32	31	30	31	30	31	29	27	23	28	28	28	22	21	21	16	17	15
Taft	38	28	32	35	28	12	34	31	28	29	18	3	17	22	26	27	20	27	19	38	32	38	27	36	25	32	25	23
Total No. Achieving Objective	116	1	1	1	1		1	1	1	1						1				1	1	1						
		0	0	0	0	8	0	0	0	0	9	7	9	9	9	0	9	9	7	0	0	0	8	9	8	9	8	7
		5	8	9	0	5	7	5	1	3	4	8	0	5	9	0	1	6	9	8	4	7	8	4	9	0	2	7
Percent		91	93	94	86	73	92	91	87	89	81	67	78	82	85	86	78	83	68	93	90	92	76	81	77	78	71	66

TABLE 19

Achievement of Performance Objective
Middle School Component

LEVEL 2

	Pupils at Level	Performance Objective																										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Middle School																												
Dearborn	40	40	39	37	35	34	36	38	35	37	35	33	34	30	32	33	33	29	21	36	34	36	38	34	38	34	35	34
Edison	26	26	20	18	15	23	11	18	22	22	15	14	22	22	12	13	11	26	26	26	26	26	26	26	26	26	26	26
Taft	2	1	2	2	2	2	2	2	0	2	2	2	2	1	2	0	2	2	2	2	2	2	2	2	2	2	1	2
Total No. Ach. Obj.	68	67	61	57	52	59	49	58	57	61	52	49	48	53	46	46	46	57	52	64	62	64	66	62	66	62	62	62
Percent		99	90	84	76	87	72	85	84	90	76	72	71	78	68	68	68	84	76	94	91	94	97	91	97	91	91	91

TABLE 20

LEVEL 3

Achievement of Performance Objectives
Middle School Component

	Pupils at Level	Performance Objective																										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Middle School																												
Dearborn	15	15	15	14	14	14	15	14	15	14	15	14	15	14	14	15	12	14	14	15	14	15	15	15	14	15	15	15
Edison	11	11	11	11	8	7	6	6	6	6	7	8	8	8	9	9	9	9	9	11	11	6	3	3	11	11	7	11
Taft	0																											
Total No. Ach, Obj.	26	26	26	25	22	21	21	20	21	20	22	22	23	22	23	24	21	23	23	26	25	21	18	18	25	26	22	26
Percent		100	100	96	85	81	81	77	81	77	85	85	88	85	88	92	81	88	88	100	96	81	69	69	96	100	85	100

TABLE 21

LEVEL 4

Achievement of Performance Objectives
Middle School Component

	Pupils at Level	Performance Objective																										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Middle School																												
Dearborn	11	11	11	11	11	11	11	7	7	11	11	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Edison	3	3	0	3	3	3	3	0	0	0	0	3	0	0	0	0	0	0	0	0	3	3	3	3	3	3	3	3
Taft	0																											
Total No. Ach. Obj.	14	14	11	14	14	14	14	7	7	11	11	4	4	0	0	0	0	0	0	0	3	3	3	3	0	3	0	3
Percent		100	79	100	100	100	100	50	50	79	79	29	29	0	0	0	0	0	0	0	21	21	21	21	0	21	0	21

Native Language Reading Component - The Objectives

The Objectives The performance objectives for each of the four native language levels in both Spanish NLR and Italian NLR are presented below in précis form for the convenience of the reader in referring to the general content of the specific objectives as presented in the tables.

Spanish NLR - Level 0
(Pre-Reading)

Visual Discrimination

1. Geometric shapes and designs - matching like pictures
2. Identification of letters and letter groups - alike, different
3. Identification of words - those that are alike and different

Visual Sequence

4. Arranging picture stories in logical sequence - given pictures
5. Arranging picture stories in logical sequence - given task verbally

Visual Memory

6. Detail recall - from given picture
7. Detail discrimination - using set of three pictures

Auditory Discrimination

8. Identification of initial and final oral sounds
9. Distinguishing oral rhyming words
10. Central idea of short orally presented story
11. Following two step oral directions

Language Facility

12. Understanding of position or location
13. Under tanding of time concepts
14. Sorting of objects by shape, color, size
15. Language facility as demonstrated by describing story told in pictures
16. Providing logical endings to oral short stories
17. Analizing feelings of characters in a set of illustrations

Letter Recognition

18. Ability to: trace given lowef case letters correctly
19. copy given upper and lower case letters correctly
20. write given dictated upper or lower case letters
21. match upper case with corresponding lower case letters
22. write given dictated lower case letters
23. state sounds of given upper and lower case letters
24. name letters in upper case alphabet
25. name letters in lower case alphabet

Spanish NLR - Level I

Phonic Analysis

Vowels

1. Knowledge of initial vowels, vowel sounds, printed letter choices
2. Knowledge of medial vowels
3. Knowledge of final vowels

Consonants

4. Knowledge of initial consonants, consonant sound, printed letter choices choices
5. Knowledge of medial consonant sounds
6. Knowledge of final consonant sounds
7. Identification of hard or soft "c" sound
8. Identification of hard or soft "g" sound

Initial Consonant Blends

9. Knowledge of initial consonant blends - correct letter combinations
10. Ability to read grade 1 level reading series word with initial consonant blend

Medial Consonant Blends

11. Knowledge of medial consonant blends - correct letter combinations
12. Ability to pronounce word with pl, pr blends (from grade reading series)

Vocabulary

13. Ability to define orally given list of reading series words
14. Ability to describe common objects with reference to size, color, shape, function, material
15. Ability to identify grade 1 level words matching picture illustrations
16. Ability to complete a sentence with a missing word by selecting proper word from a given list to form satisfactory context

Comprehension

17. Recognition of details - oral description of details in picture presented orally
18. Identification of illustration best representing main idea of a written paragraph
19. Ability to interpret picture by selecting written title which expresses it's meaning
20. Ability to select appropriate title for short paragraph
21. Ability to recall story sequence and main events orally or by drawing pictures
22. Identification of parts of illustrations showing cause and effect
23. Ability to orally express inferences from description of person as presented in a story
24. Ability to classify illustrations, objects, words
25. Ability to classify written catagories and pictures

Spanish NLR - Level II

Phonic Analysis

Consonants

1. Ability to select initial consonants from pictures and printed letter choices
2. Ability to identify illustration with name of animal or thing containing consonant in medial position
3. Ability to pronounce written word with final consonant

Consonant Blends

4. Ability to pronounce initial consonant blend in given written word from grade II level
5. Ability to identify illustration whose name contains consonant blend in medial position

Diphthongs

6. Ability to pronounce given written word (from grade II level) containing a dipththong
7. Ability to identify picture whose name contains given written dipthong

Vocabulary

8. Ability to: use grade II vocabulary words in context orally
9. identify grade II words that match given illustrations
10. identify words with same meanings - synonyms
11. identify words with opposite meanings - antonyms
12. complete sentence with a missing word by selecting a proper word from grade 2 list to form satisfactory context

Comprehension and Detail

13. Ability to: recognize details of familiar scenes or situations and state them orally
14. recall details of story by retelling events after reading
15. interpret riddle from grade 2 paragraph by answering orally
16. show literal comprehension of main idea in grade 2 story
17. relate word description to given illustration
18. determine correct and incorrect statements about a story
19. determine cause and effect using grade 2 paragraph and comprehension questions
20. determine sequences by arranging pictures in logical order
21. comprehend sequence of events using grade 2 paragraph and comprehension questions
22. make inferences about a character's feelings using a grade 2 paragraph
23. predict a story outcome by selecting sentence with appropriate ending
24. select appropriate title for paragraph from list of titles
25. distinguish between fact and fantasy by selecting most realistic picture

Spanish NLR - Level III

Phonic Analysis

Vowel-Consonant Blends

1. Ability to: pronounce soundsof vowel-consonant blends
2. pronounce written word from grade 3 series that contain initial vowel-consonant blends
3. pronounce written word fron grade 3 series that contain vowel-consonant blend in medial position
4. pronounce written word from grade 3 series that contain vowel-consonant blend in final position
5. read syllable in given written vowel-consonant blend

Diphthongs

6. Ability to: pronounce written word from series which contains a diphthong

Vocabulary

7. Ability to: identify word in written list that matches illustration
8. identify synonyms and antonyms from list of word pairs
9. identify and write compound words using grade 3 paragraph

10. Ability to: write antonyms from list of grade 3 vocabulary words
11. write sysnoyms from list of grade 3 vocabulary words
12. use context clues to select correct definitions

Comprehension

13. Ability to: recall significant details of grade 3 story using complete sentences
14. select or identify character described in paragraph
15. determine and answer comprehension question about cause and effect relationships in written selection
16. locate unnecessary sentence in a grade 3 paragraph
17. indicate correct and incorrect statements about a story
18. correctly answer questions on a grade 3 selection read silently
19. put scrambled sentences from story in proper sequence
20. assemble scrambled sentences to form coherent paragraph
21. select appropriate title (from given list) for a grade 3 selection
22. identify a sentence (from given list) that expresses main idea of a written selection
23. make inferences about feelings of characters in grade 3 story
24. distinguish between fact and fantasy by selecting sentence describing unreal event
25. predict story outcome by writing paragraph describing appropriate completion of action

Italian NLR - Level 0

(Pre-Reading)

1. - 25. Same as Those for Spanish NLR - Level 0 (Pre-Reading)

Italian NLR - Level I

Phonic Analysis

Vowels

1. Ability to: identify illustration showing animal or thing whose name contains vowel in initial position
2. identify illustration with names containing vowels in medial positions
3. demonstrate knowledge of final vowel sounds

Diphthongs

4. Ability to: identify illustration with names containing diphthongs
5. pronounce grade I word containing diphthong correctly

Consonants

6. Ability to: demonstrate knowledge of beginning sound by identifying correct initial consonants (given pair of pictures with same initial consonant sound and printed letter choices)
7. demonstrate knowledge medial sound by selecting correct medial consonants (given pair of pictures withsame medial consonant sounds and printed letter choices)
8. identify hard or soft "c" (given series of pictures with hard and soft "c" and printed letter choices)

9. Ability to: identify hard or soft "g" (given series of pictures with hard and soft "g" and printed letter choices

Consonant Blends

10. Ability to: identify illustration of animals or things whose names contain consonant blends in initial position
11. read grade 1 level word containing initial consonant blend
12. identify illustration of animals or things whose names contain consonant blends in medial position
13 pronounce grade 1 level word containing medial consonant blend

Vocabulary

14. Ability to: identify grade 1 level words (from list) which match pictures in set of given illustrations
15. identify grade 1 level words formed by an initial syllable and a visual representation
16. select adjectives which best describe characters in picture
17. describe common objects orally (food, toys, school-home)

Comprehension

18. Ability to: recognize, identify details in pictures when questioned
19. recall significant details of orally presented story
20. select appropriate pictures for characters in given sentences
21. identify illustrations best representing main ideas of stories
22. select most appropriate title for given short paragraph
23. recall story sequence by orally telling (or drawing) main events in logical order
24. demonstrate ability to interpret picture by selecting title that best expresses meaning of picture
25. categorize pictures under written headings (colors, clothing, animals)

Italian NLR - Level II

Consonants

1. Ability to: select correct initial consonant from pair of pictures with same initial consonant sounds and printed letter choices
2. identify illustrations whose names contain consonants in medial position

Consonant Blends

3. Ability to: pronounce correctly words (from grade 2 level reading series) containing initial consonant blends
4. identify illustration whose name contains consonant blend in medial position

Diphthongs

5. Ability to: pronounce correctly words (from grade 2 level reading series) containing diphthongs
6. identify illustration whose name contains diphthong

Vocabulary

7. Ability to: identify grade 2 level reading words that match given pictures
8. identify orally grade 2 words formed by an initial syllable and a visual representation
9. demonstrate knowledge of synonyms by matching word pairs with same meanings

10. Ability to: demonstrate knowledge of antonyms by distinguishing words with opposite meanings

Comprehension

11. Ability to: recognize significant details by stating them orally
12. indicate recall of significant details of story by retelling it.
13. select appropriate picture to describe character in grade 2 paragraph
14. show literal comprehension of main ideas of grade 2 story through oral response to questions
15. distinguish sentences unrelated to pictures
16. indicate whether sentences about a grade 2 story are true or false
17. indicate understanding of cause and effect through responses to oral questions
18. select words (from list) best fitting context of sentences
19. select adjectives (from list) best describing characters in pictures
20. make inferences about character traits relating to grade 2 story in answer to oral questions
21. predict outcome (given first part of story) by writing sentence describing appropriate ending
22. classify by selecting pictures that do not belong in groups
23. categorize pictures beneath given categories (color, clothing, animals)
24. select appropriate title (from list) for short paragraph
25. distinguish between fact and fantasy in list of true-false statements

Italian NLR - Level III

Vowel-Consonant Blends

1. Ability to: pronounce the sound represented by a written vowel-consonant blend
2. pronounce a written word from grade 3 level having initial vowel-consonant blend
3. pronounce a written word from grade 3 level having vowel-consonant blend in medial position
4. pronounce a written word from grade 3 level having vowel-consonant blend in final position

Vocabulary

5. Ability to: identify words that match illustrations (given lists of words from reading series and set of pictures
6. identify synonyms and antonyms by choosing appropriate word catagories for word pairs
7. orally identify the prefix or suffix (or both) of list of derived words
8. write correct plural form for words on given 3rd grade list
9. use content clues to identify word meanings (given sentence with unfamiliar word and pairs of possible definitions
10. write synonyms for list of grade 3 words

Comprehension

11. Ability to: recall significant details by answering in complete sentences (given written story and comprehension questions)
12. select name of character described in a written paragraph

13. Ability to: indicate understanding of cause and effect relationships by matching pairs of antecedents with their logical results
14. locate sentences with irrelevant details
15. distinguish between true and false written statements about a story just read
16. select most appropriate reading selection title from a list
17. organize scrambled sentences into coherent paragraph
18. demonstrate comprehension of reading selection by locating sentences best answering given questions
19. organize scrambled sentences describing story events into story sequence
20. identify sentence best expressing main idea of given written selection
21. demonstrate ability to make inferences about feelings of grade 3 story characters by answering comprehension questions
22. predict outcome of story by writing short paragraph describing appropriate ending
23. classify words in lists according to given catagories
24. distinguish between fact and fantasy by selecting sentence describing unreal event
25. distinguish between fact and opinion given a list of statements

Native Language Reading Component - Achievement of Objectives

An analysis of the data submitted for the Native Language Reading Component indicates that pupils on Spanish Level III achieved the greatest success by mastering 90% of the objectives established for them. Pupils on the Spanish pre-reading Level 0 appeared to be 78% successful in mastering their objectives. Spanish Level I pupils achieved 72%, and Level II, 71%. Combined data for the Spanish segment of the component shows 76% success.

In Italian NLR pupils on Level III achieved the greatest success with 61% mastery. Those on Levels 0, I, and II achieved 36%, 50%, and 55% respectively. Overall success for the Italian segment of the component was 51%.

An appraisal of both segments, or of the component as a whole, indicates that the component was 71% successful in mastering the objectives set for it.

The achievement of performance objectives for both the Spanish and Italian segments of the component is presented in Table 22. Tables 23 (Spanish) and 24 (Italian) present these data by school as well as by level.

The extent to which each specific objective in Spanish NLR was mastered on each of the levels in the four segment schools is shown in Tables 25, 26, 27, and 28. Performance objectives in Italian NLR are presented in Table 29.

TABLE 22

Achievement of Performance Objectives

Native Language Reading Component
(By Segment and Level)

Spanish Level	Pupils at Level	Actual Achievement Totals	Possible Achievement Totals	Percentage of Achievement
0	44	859	1100	78
1	61	1096	1525	72
2	27	482	675	71
3	22	496	550	90
Segment Totals	154	2933	3850	76
Italian Level				
0	6	54	150	36
1	17	211	425	50
2	18	246	450	55
3	3	46	75	61
Segment Totals	44	557	1100	51
Component Totals	198	3490	4950	71

TABLE 23

Achievement of Performance Objectives

Native Language Reading Component

Spanish Segment - By Level and School

Level	School	Pupils at Level	Actual Achievement Totals	Possible Achievement Totals	Percentage of Achievement
0	Agassiz	11	214	275	78
	Blackstone	20	399	500	80
	Hernandez	5	54	125	43
	Mattahunt	8	192	200	96
	Level 0 Totals	44	859	1100	78
I	Agassiz	19	339	475	71
	Blackstone	10	152	250	61
	Hernandez	22	380	550	69
	Mattahunt	10	225	250	90
	Level I Totals	61	1096	1525	72
II	Agassiz	10	180	250	72
	Blackstone	5	80	125	64
	Hernandez	8	136	200	68
	Mattahunt	4	86	100	86
	Level II Totals	27	482	675	71
III	Agassiz	8	180	200	90
	Blackstone	0	-	-	-
	Hernandez	7	154	175	88
	Mattahunt	7	162	175	93
	Level III Totals	22	496	550	90
	Segment Totals	154	2933	3850	76

TABLE 24

Achievement of Performance Objectives

Native Language Reading Component

Italian Segment - By Level and School

Level	School	Pupils at Level	Actual Achievement Totals	Possible Achievement Totals	Percentage of Achievement
0	MacKay	0	-	-	-
	Otis	6	54	150	36
	Level 0 Totals	6	54	150	36
I	MacKay	10	144	250	58
	Otis	7	67	175	38
	Level I Totals	17	211	425	50
II	MacKay	10	136	250	54
	Otis	8	110	200	55
	Level II Totals	18	246	450	55
III	MacKay	3	46	75	61
	Otis	0	-	-	-
	Level III Totals	3	46	75	61
	Segment Totals	44	557	1100	51

TABLE 25

Achievement of Performance Objectives
Native Language Reading Component

SPANISH Level 0	Pupils at Level	Performance Objective																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Agassiz	11	11	11	11	11	11	11	11	11	8	8	8	8	8	8	8	7	7	7	7	7	7	7	7	7	7
Blackstone	20	20	20	20	18	17	19	16	18	19	16	16	8	1	19	19	18	20	18	20	16	17	17	4	12	11
Hernandez	5	5	5	5	4	4	4	2	2	2	2	2	2	2	1	2	2	2	2	2	2	0	0	0	0	0
Mattahunt	8	8	8	8	7	8	7	7	8	8	8	8	7	6	8	8	6	8	8	8	8	8	8	8	8	8
Total No. Achieveing Objective	44	44	44	44	40	40	41	36	39	37	34	34	25	17	36	37	33	37	35	37	33	32	32	19	27	26
Percent		100	100	100	91	91	93	82	89	84	77	77	57	39	82	84	75	84	80	84	75	73	73	43	61	59

TABLE 26

Achievement of Performance Objectives
Native Language Reading Component

SPANISH Level I																										
Agassiz	19	19	19	19	19	19	15	15	15	15	15	13	13	13	13	13	12	12	12	10	10	10	10	10	9	9
Blackstone	10	10	10	10	7	6	6	7	6	6	2	2	2	7	7	7	7	7	2	6	6	7	4	2	8	8
Hernandez	22	22	22	22	22	22	22	18	18	9	8	15	15	15	19	16	16	16	12	1	14	0	14	16	10	16
Mattahunt	10	10	10	10	10	10	10	10	10	10	10	10	8	10	10	6	9	10	9	7	2	9	9	6	10	10
Total No. Ach. Obj.	61	61	61	61	58	57	53	50	49	40	35	40	38	40	49	42	44	45	35	24	32	26	37	34	37	43
Percent		100	100	100	95	93	90	82	80	66	57	66	62	66	80	69	72	74	57	39	52	43	61	56	61	74

TABLE 27

Achievement of Performance Objectives
Native Language Reading Component

SPANISH Level II	Pupils at Level	Performance Objective																							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Agassiz	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	4	4	4	4	4	2	2	2	2	2
Blackstone	5	5	5	5	5	5	5	3	4	3	3	3	4	4	3	3	3	3	3	2	2	2	0	1	2	2
Hernandez	8	8	8	8	8	8	8	8	7	7	0	8	8	8	8	8	8	6	6	0	0	0	6	0	0	0
Mattahunt	4	4	4	4	4	4	4	4	4	4	4	1	4	4	4	3	2	0	4	4	4	4	4	4	0	4
Total No. Achieving Objective	27	27	27	27	27	27	27	25	25	24	17	22	26	26	25	24	17	13	17	10	10	8	12	7	4	8
Percent		100	100	100	100	100	100	93	93	89	63	81	96	96	93	89	63	48	63	37	37	30	44	26	15	30

TABLE 28

Achievement of Performance Objectives
Native Language Reading Component

SPANISH Level III																										
Agassiz	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	6	6	6	6	6	6	6	6	6	6
Blackstone	0																									
Hernandez	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	0	7	7	7	0	0
Mattahunt	7	7	7	7	7	7	3	7	7	4	7	7	7	7	7	7	7	3	7	7	7	7	7	4	7	4
Total No. Achieving Obj.	22	22	22	22	22	22	18	22	22	21	22	22	22	22	22	22	20	16	20	20	13	20	20	19	13	10
Percent		100	100	100	100	100	82	100	100	95	100	100	100	100	100	100	91	73	91	91	59	91	91	86	59	45

TABLE 29

Achievement of Performance Objectives
Italian
Native Language Reading Component

Italian Level 0	Pupils at Level	Performance Objectives																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
School																										
MacKay	0																									
Otis	6	0	0	0	0	0	0	0	0	0	0	0	6	6	6	6	6	6	6	6	6	0	0	0	0	0
Total	6	0	0	0	0	0	0	0	0	0	0	0	6	6	6	6	6	6	6	6	6	0	0	0	0	0
Percent		-	-	-	-	-	-	-	-	-	-	-					100					--	-	-	-	-
Level I																										
MacKay	10	3	3	3	9	9	9	9	9	9	10	10	10	10	9	9	1	1	6	5	3	4	3	0	0	0
Otis	7	6	6	6	7	7	7	7	5	5	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	0
Total	17	9	9	9	16	16	16	16	14	14	11	11	11	11	10	10	1	1	7	6	4	5	4	0	0	0
Percent		53	53	53	94	94	94	94	82	82	65	65	65	65	59	59	6	6	41	35	24	29	24	-	-	-
Level II																										
MacKay	10	0	0	6	6	6	6	10	10	1	1	7	10	7	10	10	10	0	10	0	0	4	1	1	10	10
Otis	8	2	2	5	5	5	5	8	8	3	3	4	7	8	8	8	6	0	6	0	0	4	3	1	4	5
Total	18	2	2	11	11	11	11	18	18	4	4	11	17	15	18	18	16	0	16	0	0	8	4	2	14	15
Percent		11	11	61	61	61	61	100	100	22	22	61	94	83	100	100	89	-	89	-	-	44	22	11	78	83
Level III																										
MacKay	3	0	0	0	0	3	3	0	3	2	3	3	3	0	3	3	3	3	3	3	0	3	3	0	2	0
Otis	0																									
Total	3	0	0	0	0	3	3	0	3	2	3	3	3	0	3	3	3	3	3	3	0	3	3	0	2	0
Percent		-	-	-	-	100	100	-	100	67	100	100	100	-	100	100	100	100	100	100	-	100	100	-	67	-

CHAPTER 7

RATING SCALE AND PLACEMENT TEST DATA

In addition to the assessment of growth through the use of pre-post testing on the performance objectives pre-post ratings on the New York Scale of Ability to Speak English, the John Test, and the Santillana Test were used in the elementary, middle school, and native language reading (Spanish) components respectively in the appraisal of program success. Performance objectives and teacher made or selected tests were used in the Italian segment of the NLR component.

The New York Rating Scale - Elementary Component

The Scale as a measure of growth was used to measure the extent to which the program met its goal of one level of achievement on the Scale at the end of one year of program participation. Specifically the objective to be measured was:

> Given approximately forty-five minutes of instruction five days per week for the school year, with no more than eleven percent absenteeism, each student will increase his rating by one level as measured by the New York Scale for Rating Pupil's Ability to Speak English.

The Scale, which was teacher administered, consists of a detailed checklist covering five areas of linguistic competence. These include 1) Structural Patterns, 2) Vocabulary, 3) Intonation, 4) Pronunciation, and 5) Oral Fluency. Teacher's ratings for each child in these five areas on a scale of 1-6 were used in pre-post testing. The gross representation of each level is expressed as follows;

1. Speaks no English
2. Speaks English only in stereotyped situations for which he has learned a few useful words and phrases.
3. Speaks English haltingly but can handle more than a few of the routine situations noted above
4. Speaks English well enough for most situations but with conscious effort to avoid second-language interference and with hesitancy at times.
5. Speaks English with a foreign accent but otherwise approaches native fluency for a child his age.
6. Speaks English like a native of his age.

Results of ratings by ESL teachers at the beginning of the year were analyzed in detail by the evaluators. In addition to providing a baseline from which to measure pupil progress the analysis of the pre ratings also served diagnostic purposes. Data submitted indicated that a total of 852

pupils from all ESL elementary component classes were rated on most parts of the Scale at the beginning of the year. It was interesting to note that with few exceptions pupils in grade one were consistent in the ratings which they achieved in each of the Scale areas differing from one area to another by only one Scale point. Total scores reported for all five grade levels in the fourteen public schools consistently ranged from five to twenty five in all grades except grade one where the range was five to twenty two. In all grades the majority of total scores on the thirty point scale fell between ten and fifteen. In the participating non-public school the reported scores ranged from five to nineteen in grade one, five to eighteen in grade two, twelve to twenty three in grade three, fifteen to twenty five in grade four, and twenty to twenty eight in grade five. Of the thirty eight pupils in the program fourteen had scores of twenty points or over on the Scale.

The number of pupils for whom full or partial Scale ratings were reported during the first half of the year is presented in Table 30.

TABLE 30

Number of Pupils Pre Tested on The New York Scale
By School and Grade

School	Grade					Total
	One	Two	Three	Four	Five	
Agassiz	28	22	16	13	7	86
Blackstone	38	11	2	3	4	58
Condon 1	30	53	1	0	0	84
Condon 2	0	0	13	11	19	43
Gardner	10	6	14	10	6	46
Hennigan	19	18	13	14	9	73
Hernandez	16	8	8	3	3	38
Holland	17	7	13	13	4	54
Huiley	19	18	14	2	0	53
Kennedy	29	17	12	9	8	75
Kent	16	8	7	10	6	47
Mattahunt	0	5	3	2	1	11
Murphy	6	6	12	12	8	44
Quincy	24	5	13	6	9	57
Tobin	18	8	11	5	3	45
St. Patricks	11	7	7	5	8	38
Total	281	199	159	118	95	852

At the end of the year the disteibution of pupils by grade level remained proportionately the same however the number of pupils having both pre and post scores of all parts of the Scale, or for whom total pre and post scores could be matched was far below (572) that which might have been anticipated on the basis of numbers reflecting the number initially tested.

Of the 572 pupils for whom total pre and post test scores could be compared 506 or 88% (NCE 74.7) improved one or more grade levels on the Scale indicating a high degree of program success. Of these, 349 or 61% (NCE 55.9) raised their scores by at least one level, 124 or 22% (NCE 33.7) at least two levels, and 33 or 6% (NCE 17.3) at least three levels. These data are shown in Table 31.

TABLE 31

Improvement In English Competence
Based on
Pupil's Scores on the Scale of Ability to Speak English

School		N	No Level Achieved	One Level Achieved	Two Levels Achieved	Three Levels Achieved
Agassiz		34	5	15	12	2
Blackstone		39	1	31	7	0
Condon		32	0	10	18	4
		42	1	30	9	2
Gardner		41	1	40	0	0
Harvard-Kent		43	7	24	11	1
Hennigan		42	4	38	0	0
Hernandez		25	1	22	2	0
Holland		47	6	16	15	10
Hurley		38	5	33	0	0
Kennedy		39	12	22	5	0
Mattahunt		9	0	4	3	2
Murphy		35	0	13	15	7
Quincy		33	2	4	21	5
Tobin		38	15	19	4	0
St. Patrick		35	6	27	2	0
TOTAL	Number	572	66	349	124	33
	Percent		12	61	22	6

The John Test - Middle School Component

In the middle school ESL component one of the terminal objectives was to be an increase in proficiency in English as measured by pre-post test scores on the John Test, a Test of Oral Proficiency for ESL Placement. The growth anticipated as the terminal measure was a ten point increase based on the one-hundred point scale. The specific objective for which the test was a measure is stated below:

> Given approximately forty-five minutes of instruction five days per week for the school year, with no more than 11% absenteeism, each student will show an increase of ten points between the pre and post administration of the John Test, a Test of Oral Proficiency for ESL Placement.

Data reported by the schools indicated that 117 students were listed in October of 1980. Part and total test scores, and individual student's grade levels, reported for the Dearborn School showed that there was a total of 45 students in the program at the time of pre testing, and that eight of the twenty seven who took the test did not take all parts. Scores reported for the Edison School were not given for the three parts separately or by grade levels. Only total scores were reported. The Taft School reported a total of 42 students in the program and scores for twenty nine. An analysis of the test data submitted indicated that of the 82 tested, 51 fell below a score of 45 on the pre test. It was interesting to note however, that 31 of the 82 achieved scores higher than 46 and, that of these, 15 achieved scores of over 56. Although basic pre-test data was obtained, it was not possible because of inconsistencies in reporting to present an analysis of these data to reflect specific strengths and weaknesses of pupils which may have been useful in program planning and revision. Pupil scores were used however to determine score ranges in the schools. (Table 32)

TABLE 32

The Middle School - The John Test
Pre-test Score Ranges Based on Total Test Scores

School	Score Range						
	6 - 31	32 - 35	36 - 40	41 - 45	46 - 55	56 - 100	N
Dearborn	7	2	0	2	2	10	23
Edison	10	0	4	2	9	5	30
Taft	15	4	2	3	5	0	29
Total	32	6	6	7	16	15	82

Pre test scores of middle school pupils showed a total component average score of 26 on the John Test as compared to an average score of 58 on the post test. It should be noted however that post test data was not available from one of the three component schools until after the data had been analized. The average increase was 32 points. Growth by the two schools used in the sample showed Dearborn with an average gain of 38 points and the Taft School with an average gain of 25 points. The anticipated gain of ten points on the 100 point scale was exceeded in each case. A comparison of pre and post average scores is presented in Table 33.

TABLE 33

The Middle School - The John Test

Improvement in English Competence
Based on The
Comparison of Pre-Post Score Gains

School	Average Rating		Percent of Gain	NCE	
	Pre	Post		Pre	Post
Dearborn	29	67	38	38.3	59.3
Edison	28	-	-	37.7	-
Taft	21	46	25	33.0	47.9
Program Average	26	58	32	36.5	54.2

The Santillana Test - Native Language Reading Component - Spanish Segment

In the native language reading component success was measured by comparing pre and post test scores achieved in both word recognition and comprehension on the Santillana Reading Test.

Pre-test scores submitted for the Hispanic groups at mid year indicated that all groups were organized on the K, 1, and 2/3 grade levels. According to data received at that time 34 children at the Agassiz School, 30 at the Blackstone School, 28 at the Mattahunt School, and 25 at the Hernandez School, or a total of 107 of the 120 pupils in the component in these schools were tested. Test forms A1,A2, B, C, D, and L-G were used.

Scores in all four schools indicated that although they were predominantly in the 50-75 range each of the schools had pupils who had attained scores of over 70 and three of the schools had pupils who had attained pretest scores of over 90. It was interesting to note that, with few exceptions, pupils did not score lower than 50 on the test.

At the end of the year a comparison of pre and post Santillana Test scores indicated an average gain of 19 points at the Hernandez School and 18 points at the Mattahunt School. The average gain at the Blackstone was 5 points and at the Agassiz two points. The overall average gain was 9 points. Although achievement was slightly higher in word recognition than in comprehension differences in these areas were not significant. Pre and post achievement data are shown in Table 34.

TABLE 34

Native Language Reading Component - The Santillana Test

Comparison of Pre-Post Score Gains

School	Average Rating		Percent of Gain	NCE	
	Pre	Post		Pre	Post
Agassiz	74	72	8	63.5	62.3
Blackstone	69	74	5	60.4	63.5
Hernandez	69	88	19	60.4	74.7
Mattahunt	67	85	18	59.3	71.8
Program Average	70	79	9	61.0	67.0

CHAPTER 8

Overall Summary and Appraisal

This Title I program, completing its fourteenth year, was in the opinion of the evaluators carefully and skillfully planned and implemented during the 1980-81 school year. As planned, it consisted of three components namely the Elementary Component with an average of 670 pupils, the Middle School Component with an average of 120 pupils, and the Native Language Reading Component with an average of 120 pupils in its Spanish segment and an average of 39 in its Italian segment. Enrollment in all but two of the program schools remained relatively stable throughout the year showing reduced mobility from that experienced by the program during previous years. Title I eligibility requirements were strictly adhered to in the selection and admission of pupils for program participation.

The program was conducted in fourteen public elementary and in one non-public elementary school, in three middle schools, and in two additional elementary schools where the Italian segment of the NLR component was conducted. Each teacher was responsible for a maximum of 46 pupils in a total of six classes of 40 to 60 minutes duration daily. Program enrollment by classes in each of the schools showed that most maintained the maximum number although in a few total enrollment did fall below 30 during the year. Class size varied ranging from three to ten pupils in a class.

The framework of implementation with regard to staffing was found to be in accord with the specifications of the program proposal with the staff consisting of a program coordinator, twenty three teachers, most of whom had previous experience with the program, twenty three aides who in many instances also had worked with the program before, and three program experienced community field coordinators who served as liason personnel between the schools, the parents, and the school communities. The staff remained stable during the year with the only changes in staff being in one teaching position and in two aide positions. Each of the changes were made for personal reasons. Overall direction of program data collection and evaluation was provided by the Title I Office of Research and Evaluation. The program was administered by the Department of Title I Programs.

Schools (twenty buildings) and classroom (twenty four rooms) facilities provided for the program were classified in most instances as being excellent with only five being rated by the evaluator as being only satisfactory or poor because of space limitations, partitioning, or noise conditions which did not appear to be conducive to learning.

In order to gain information about program details and opinions about the program's operations, administration, supervision, enrollment, attendance, grouping practices, instructional methods, and strengths and weaknesses at least two interviews were conducted with the program administrators, the coordinator, all building administrators, and all program teachers. In most of the schools aides were also interviewed several times during the year. Interview responses of building administrators, teachers, and aides indicated that the program in most schools was implemented without incident, began promptly at the opening of schools at the beginning of the year, was staffed by qualified personnel, was needed, and was accepted throughout the school. All of those interviewed were supportive of the program however the majority at one time or another expressed deep concern about the low morale of the staff related to the uncertainty of program funding, school closing anxiety, the individual fear of termination notices, and threatened overall budget cuts.

Most in each group, except for two teachers, reported that pupil mobility had not been a problem during the year and that cooperation between City funded teachers and special program personnel had been good or excellent.

Almost without exception praise was given for the work of the program coordinator toward the improvement of implementation and instruction through the supportive visits that had been made to the schools, the provision of instructional materials as needed, and on-the-job training as well as training workshops that had been held during the year.

Instructional materials for Spanish speaking pupils according to responses, were were appropriate and in ample supply on the elementary level however were not suitable in all cases for upper grade pupils. It was reported by some that there was a need for materials appropriate for pupils of Haitian, Cape Verdian, and Oriental backgrounds.

Responses of teachers and aides indicated that a routine of regular testing on the achievement of performance objectives, and of careful record keeping was maintained throughout the year and that records indicated that pupils had made significant progress. All expressed the opinion that the program was effective and had achieved its goals. Aides, in response to questions concerning their duties, indicated that they had been systematically trained for their work by the program teachers, that they had a clear idea of the nature and the scope of their duties, and of the limitations of their function. Other interview findings as well as observations substantiated these responses. Field coordinator's responses also indicated clear understanding of their work as liaison personnel serving children through strengthening communication between the home and the school. The value of the contribution of the field coordinator

in breaking the language barrier was attested to by most teachers and administrators.

Observation findings during three or more visits to each of the twenty three teacher's rooms revealed that the program was fully staffed according to the program plan and that the plan had been carried out with reference to enrollment and class size in the large majority of schools. Attendance in several schools, particularly in the elementary component however, appeared to be consistently poor although this did not in all cases appear to be reflected in attendance figures. Instructional content and method was found to be appropriate for the pupils in each of the components and to be based on on-going testing and individual progress. Small class size and the presence of an aide permitted individualized instruction and a program of weekly if not daily testing. Lesson planning, although lacking reasonable uniformity of structure appeared to be functional and in terms of individual pupil progress. Interview responses regarding the adequacy and ample supply of teaching materials were substantiated by observation findings. Rooms, in the majority, were attractively arranged and decorated with interesting and bright materials which appeared to motivate and to make learning a pleasant experience. Classrooms, when objectively rated with reference to various instructional factors and conditions for learning were found to be predominantly"excellent" with 16 of the 23 rooms being so rated and only one "poor". Storage and filing facilities were rated as adequate in all but two of the program schools. Several examinations of pupil folders and classroom records gave clear indication that pupils in the majority of schools had been tested on the performance objectives established for their levels of instruction on a regular basis and that individual pupil progress had been systematically recorded.

Observation and evaluator participation at in-service training workshops provided substantial evidence that workshops held early in the year and in March and April had been helpful in getting started at the beginning of the year and in keeping the teaching staff informed about methods an teaching techniques, teaching responsibilities, and on the reporting of program data. Special presentations were made concerning such topics as "The Socio-linguistic Approach to Conversational English", "Survival Strategies for ESL Students", and "Creative Dramatic Approaches for Use With ESL Pupils". In-school observations also revealed a program of continued training during the coordinator's visits to the schools.

Questionnare responses were received from all building administrators, teachers, and aides. Only 58 (61%) of the sample (95) of parents surveyed responded however. Although responses did elicit some pertinent information

concerning program details they in all instances served to substantiate observation and interview findings

An examiniation and analysis of attendance records revealed 80% attendance in the elementary component during the first half of the year and 84% during the second. The average for the year in that component was 82%. Middle school component attendance rose from 79% during the first half year to 84% resulting in an average attendance for the year of 82%. Attendance in the native language reading component went from 84% to 83% to provide an overall average of 83% in this component.

Achievement

The assessment of program success was based largely on the extent to which performance objectives were mastered on each of the instructional levels of the three program components. In the elementary component 82% of the objectives for the six instructional levels were mastered with level one achieving 93% mastery and levels two 81%, three 71%, four 73%, five 80% and six 81%.

Middle school component data concerning the achievement of objectives showed an ovarall mastery of 80% on four instructional levels. Pupils on level achieved 83%, level two 81%, level three 87%, and level four only 38%.

In the native language reading component the Spanish and the Italian segments each had four levels of instruction. The Spanish segment achieved overall mastery of 76% of its objectives with those on the third level attaining 90%. Pupils in the pre-reading level "0" showed 78% mastery, those on level one achieved 72%, and on level two 71% was experienced. The lowest achievement was recorded for the Italian segment of the component where the overall achievement on the objectives was 51% with the highest degree of mastery being on level three where 61% of the objectives were satisfied. Levels "0", one, and two attained 36%, 50%, and 55% respectively.

As an additional measure of program success pre-post test scores on the New York Scale of Ability to Speak English were compared for those pupils in the elementary component, pre-post scores on the John Test were compared for those in the middle school component, and pre-post scores on the Santillana Test were compared for those in the Spanish segment of the native language reading component. No basic test was administered to pupils in the Italian segment of the NLR component.

In the elementary component, of the 572 pupils for whom pre-post scores on the New York Scale could be compared 506 or 88% improved one or more grade levels on the scale indicating a high degree of program success. Of these pupils 349 or 61% raised their grade levels by at least one grade, 124 or 22%

at least two levels, and 33 or 6% at least three levels.

Comparison of pre-post scores on the John Test in the middle school component, using a sample of two of the three component schools showed an overall gain of 32% in achievement on the one hundred point scale. This far exceeded the broad component goal of ten points or 10%.

In the Spanish segment of the NLR component Santillana Test pre-post test score comparisons showed an overall or average gain of nine points. Although gains were slight in two of the four component schools, two others had gains of 18% and 19%.

Summary Statement

The program as a whole was judged to be successful with the greatest achievement being on the elementary and middle school component levels. It was staffed, implemented, conducted, and administered as specified in the program proposal. It is highly recommended that the program be maintained to the fullest possible extent in spite of threatened budget reductions and that the highest priority be given to the continuation and strengthening of instruction on the elementary level.

Recommendations

Twenty recommendations have been made in the final report. Of these, the evaluators believe the following to be most important.

> Investigate, negotiate, and implement a procedure which would permit continued Title I ESL program teaching assignments for a majority of the staff. The evaluators are fully aware of the limitations imposed by administrative, contract, and funding factors however are also cognizant of the fact that efforts exerted toward the solving of problems of assignment can result in desired outcomes

> Provide for a series of monthly in-service training meetings for all ESL teachers new to the program. If staff changes are to be made in this area of instruction it is essential that teachers new to the program be informed with reference to special techniques and methodologies.

> Program both regular ESL pupils and alternate pupils (those) on waiting lists) so as to provide space for an alternate when a regular class pupil is absent. In this way extremely small groups could be avoided on days of high absenteeism and additional pupils could receive the benefits of the program.

CHAPTER 9

Recommendations

The repetition of this program without major or basic changes in approches or methodologies over the past fourteen years has resulted in stable and well structured routines. The strength of the program however has been reduced during the past year, in the opinion of the evaluators, as a result of low administrator and teacher morale brought about by threatened budget cuts. The following recommendations are offered in consideration of evaluation findings in the schools, the need to allow the program to reach and serve the greatest possible number of pupils, and the need to restablize the program through the improvement of staff morale.

1. Investigate, negotiate, and implement a procedure which would permit continued Title I ESL program teaching assignments for a majority of the staff. The evaluators are fully aware of the limitations imposed by administrative, contract, and funding factors however are also cognizant of the fact that efforts exerted toward the solving of problems of assignment can result in desired outcomes.
2. Provide for a series of monthly in-service training meetings for all ESL teachers new to the program. If staff changes are to be made it is essential that teachers new to the program be informed with reference to special techniques and methodologies.
3. Program both regular ESL pupils and alternate pupils (those on waiting lists) in such a way as to provide space for an alternate when a regular class pupil is absent. In this way extremely small groups could be avoided on days of high absenteeism and additional pupils could receive the benefits of the program.
4. Consider the use of greater flexibility in planning class size and teacher load. In some schools, in the opinion of the evaluators, class size was extremely small and personnel time was not being used profitably.
5. Increase class size in those schools where attendance has been traditionally poor. Program adjustments can be made on an ongoing basis throughout the year if the program is designed to meet the needs of children rather than administrative expediency.
6. Exert efforts to coordinate the teaching programs of ESL and bilingual teachers in order to make it possible for teachers in these areas to confer regarding pupils whom they share instructional responsibility for. There appeared to be a definite need for strengthened communications in some schools.
7. Exert efforts to mainstream pupils in terms of their adjustment and measured abilities at the earliest possible time. Maintaining pupils in the program when they no longer need individualized and small group instruction deprives others who do need it and is economically unsound.
8. Maintain the social adjustment of pupils who are to be mainstreamed by making administrative arrangements with school administra-

tors to keep these pupils in their ESL schools for possible follow up instruction after they leave the program. This arrangement would allay the fears of parents who presently refuse to permit their children to leave a bilingual program because they believe their children will be transferred to another school or district if they are dropped from the program. It would also make room for others.

9. Increase efforts to establish and maintain a uniform (but not rigid) format for lesson plans. Small group size and individual differences within the small groups and small classes make individualized planning both desirable and feasible.

10. Make minimal use of the native language of the children in ESL instruction. In several instances native language usage may be helpful but in the opinion of the evaluators it may detract or even be detrimental to those pupils who are not of the predominant language group being taught. Discretion should be used.

11. Make use of community personnel and resources as a springboard to learning in schools and communities where this is possible. Some program teachers appear to be making excellent use of visits to nearby shops, the library, the post office, super markets and other curriculum related features of the community.

12. Involve outstanding English speaking personalities of linguistic backgrounds similar to those of the pupils in the program by asking them to visit classrooms.

13. Involve parents in the program through culture related activities involving their children. (Plays, fiestas, nationality days.)

14. Investigate the availability of basic equipment such as filing cabinets, book cases, and shelving. This equipment appears to be needed in some rooms. In many schools this type of equipment is not in use in the classrooms where they are located or is stored in the basement storage areas. Most school administrators are cooperative and helpful when asked. If this fails equipment may be available in the Campbell Resource Center storage area.
As mentioned earlier, plastic storage bins and shelving may be hazardous in case of fire and should be removed unless checked for safety by the Fire Department.

15. Establish a committee of ESL teachers who work with children who are of backgrounds other than Hispanic to investigate ESL teaching materials and aids that might be mutually beneficial. Because ESL methodology provides training for conversational English through an aural-oral approach a majority of the materials available in the schools appears to be appropriate if used wisely regardless of the linguistic backgrounds of the pupils. It would appear that the greatest need, if

cultural heritage is considered to be a prime objective of the program, is one of getting appropriate materials to reinforce pride in the cultural heritage of pupils rather than a need for ESL teaching materials.

16. Update and review all inventories of teaching materials and aids in each of the program schools for the purpose of redistributing those materials not in regular use in one school to an ESL classroom in another where the need is great. Although these materials have recently been inventoried and were said to be in use in the schools where they were located the evaluators found evidence that many materials on shelves had not been used for several months.

17. Investigate the availability of surplus and stored Title I materials from other programs which might be useful with upper-grade pupils because of their illustrations and possibly their content in stimulating conversation and as springboards to discussion. If some of these materials are found to be appropriate or to have some instructional value arrangements may be made to borrow or to transfer them within the Title I structure for use in schools where the need appears to be greatest without additional cost to the program

18. Conduct in-service workshops, when practicable, in classrooms where various innovative techniques are displayed, and which provide a stimulating and motivating atmosphere. In this way other teachers may be inspired to improve house keeping and storage procedures. It is often effective to make use of strong programs by having weaker teachers visit them.

19. Conduct in-service orientation on the use of Title I Office of Research and Evaluation data and statistical forms at a general staff workshop early in January in order to insure the systematic and accurate reporting of data for the first half of the year. In this way errors found in mid-year reporting may be rectified and a uniformity of procedure for the remainder of the year can be established. Additional instruction, as provided in the current program, can be given if necessary at a workshop late in April.

20. Investigate ability and achievement tests developed by other programs in the Boston School Department. It is suggested that the work of the ESAA Bilingual Testing Component (1977-79) be reviewed and that tests that appear to have value in placement and in assessing progress be used on an experimental basis during the coming year.